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ABSTRACT

This is the final report of a three-year project at George Washington University (District of Columbia) that was intended to develop an understanding of the knowledge and skills required of a political psychologist and to design a model interdisciplinary graduate curriculum in political psychology that could be exported to other universities. The core curriculum, which drew on a national survey of experts in the field for course development and evaluation, was developed over 3 years, and a graduate speciality in political psychology was instituted at the university. During the course of the project it became clear that in order to address the process of institutionalizing such a program, it was also necessary to consider the organizational context. To this end, a diagnostic instrument for use in assessing institutional receptivity was developed and a national conference was held to help disseminate knowledge concerning curriculum content and the institutionalization process. Appendices include: the survey instrument, survey results, diagnostic instrument for assessing university context, evaluation report, program brochure, catalog listing, and the syllabus for Political Psychology 201: Fundamentals of Political Psychology. (CH)

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Fund for the Improvement of Post-Secondary Education

"DEVELOPING A MODEL GRADUATE POLITICAL PSYCHOLOGY CURRICULUM"

The George Washington University

FINAL REPORT

HE 030 769

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The George Washington University
Political Psychology Program
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Washington, D.C. 20052

Grant Number: P116B90911

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Project Director:

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FIPSE Program Officer:

Dr. Odus Elliott

Grant Award:

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Year 3	$88,000*
Total	$247,283

*includes a 14 month extension of year 3.

Fund for the Improvement of Post-Secondary Education

"DEVELOPING A MODEL GRADUATE POLITICAL PSYCHOLOGY CURRICULUM"

The George Washington University

FINAL REPORT

SUMMARY

The George Washington University designed a model graduate curriculum in Political Psychology which incorporated expert knowledge based on a national survey of political psychologists and a senior panel of experts. The identified key knowledge elements and skills were incorporated into a sequence of courses. The courses, student learning and the overall program were evaluated. In institutionalizing a graduate special field in political psychology, it became clear that it is critical to assess a university's unique context and then tailor the model curriculum to capitalize on the strengths and address the revealed limitations. A diagnostic instrument for universities to assess their context for introducing an interdisciplinary program was developed. A national conference was held to disseminate knowledge concerning curriculum content and institutional process.

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Project Reports / Products:

1. Diagnostic Instrument for Assessing the University Context for Introducing an Interdisciplinary program
2. Survey Instrument for Prioritizing Knowledge Elements and Requisite Skills
3. Results of National Survey Concerning Requisite Knowledge Elements and Skills for Political Psychology

ACKNOWLEDGEMENTS

The principle investigator wishes to express his profound gratitude for the contribution of the principal educational consultant, Alden Lancaster, to this project. Her conceptual grasp, her interpersonal skills, and her ability to help transform concept into reality are extraordinary. It was a contribution of the highest order.

The Senior Advisory Panel was a remarkable ensemble, representing "the best and the brightest" in Political Psychology. The Panel consisted of: Richard Braungart (Sociology) Syracuse University; Alexander George (International Relations and Political Science) Stanford University; Margaret Hermann (Psychology, Director of Political Psychology Summer Institute)) Ohio State University; Ole Holsti (Political Science) Duke University; Peter Loewenberg (History) UCLA; Stanley Renshon-Political Science and Director of the Political Psychology Program) City University of New York; Paul Schaffner (Social Psychology) Bowdoin; David Sears (Dean of Social Sciences, Psychology and Political Science, Director of Political Psychology Program) UCLA. In the midst of demanding schedules, their generosity of time, energy and insights was extraordinary. The fruits of their collective wisdom and experience are reflected throughout this project.

Ms. Elizabeth Kari served as executive assistant and secretary during the latter stages of this project. Her efficiency, attention to detail, and administrative ability played an important role in bringing this project successfully to closure.

Fund for the Improvement of Post-Secondary Education

Project Title: "DEVELOPING A POLITICAL PSYCHOLOGY CURRICULUM"

Grantee Organization:

The George Washington University
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2013 G. Street NW, Suite 201
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Project Director: Dr. Jerrold M. Post
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Educational Consultant: Alden Lancaster

FINAL REPORT: EXECUTIVE SUMMARY

A. Project Overview

The boundaries of the relatively new interdiscipline of Political Psychology are unclear, with no consensus on the educational requirements for this discipline. This project was designed systematically to develop understanding of the knowledge and skills required of the political psychologist and to develop a model curriculum which would incorporate the identified knowledge and skills. On the basis of a national survey and a panel of experts, the requisite knowledge base was developed and the curriculum designed. A special field in political psychology was institutionalized at George Washington University. The process of institutionalizing the new interdisciplinary program led to a focused on the broader issue of the challenge of introducing interdisciplinary programs and the development of a diagnostic instrument to facilitate that task.

The lessons learned-both substantively and in terms of process-were substantial. In the view of our expert panel new ground had been broken in charting the domain of political psychology. With their encouragement, and the concurrence of FIPSE, we held a national dissemination conference which succeeded beyond our expectations. The majority of attendees as a consequence of the conference decided to start programs in their own universities, incorporating the core of the GWU program.

B. Purpose

The primary purpose of the project was to develop a model interdisciplinary graduate curriculum in political psychology which could be exported to other universities. A key corollary objective was to design and institutionalize a graduate political psychology curriculum for the

George Washington University.

C. Background and Origins

Political psychology is a relatively new discipline. The proposal identified a gap in higher education in relation to this discipline and sought support to systematically develop a curriculum to remedy that defect. In particular, systematic graduate training in the interdisciplinary field of Political Psychology is not available. While a handful of programs were developing, they differed widely, depending on the predilections of the associated faculty. There was no clear consensus on the conceptual boundaries of the field and its knowledge requirements. While there is growing student interest in graduate study in political psychology, the educational requirements for education in political psychology have not been systematically conceptualized. The project seeks to fill the identified gap by developing a curriculum suitable for students from different disciplines, integrating theory and practice.

D. Project Descriptions

The core curriculum would be developed over three years, drawing on experts in the field throughout for guidelines, course development and evaluation. The program results will be widely disseminated, including both the theory and content of the curriculum, as well as the lessons learned concerning institutionalizing an interdisciplinary program. During the first year, expert knowledge would be developed through a national survey and a panel of internationally prominent political psychologists. Key knowledge elements and requisite skills for the educated political psychologist would be identified and a course sequence identified integrating them. During the second year the courses would be developed and piloted, while exploring internship possibilities in the Washington area. Continuing efforts would be devoted to building bridges to key departments. During the third year, the program would be initiated, with baseline, midterm and summative evaluations.

E. Evaluation / Project Results

The survey and intensive work with the expert panel led to a clear consensus concerning the required major knowledge elements and key skills. An important organizing principle was the need to address several dichotomous knowledge areas: leadership/elite/decisionmaking and mass political socialization and opinion; qualitative and both the qualitative methodologies; analysis at the levels of the individual, the group, and the mass movement or society. Moreover, central questions which would be organizing strands throughout the program were developed. A special field in Political Psychology was formally established in the Elliott School of International Affairs.

The process of institutionalizing the program at GWU was not without its difficulties. There was initial organizational resistance to this new interdisciplinary program despite the commitments of support. We developed a diagnostic instrument suitable for assessing the receptivity of the university context to an interdisciplinary program. This helped focus our efforts and there now has been strong acceptance of the role of political psychology on the GWU campus.

The students responded enthusiastically to the program, with a growing number committing themselves to the full course sequence. The initial numbers did not lend themselves to quantitative evaluation, but semi-structured interviews revealed a definite increase in sophistication as well as a changed outlook to political affairs. Several students indicated their career orientation had been profoundly affected. One graduate was pointed a Presidential Management Intern and was accepted in the Foreign Service, working on refugee problems. He attributes his selection to his knowledge of political psychology. Another graduate is pursuing as career in conflict management, and is currently conducting research in the occupied territories in Israel.

The success of the program led to a decision to hold a national dissemination conference. Attended by teams from eight universities, the conference was extremely successful, with the majority of these universities now beginning new programs in political psychology, using knowledge gained from the GWU program. Moreover, a standing committee to facilitate new graduate programs has been established by the International Society of Political Psychology, with the project director designated as chair.

F. Summary and Conclusions

The goal of the program to conceptualize the substantive knowledge and skills for graduate education in educational psychology have been successfully accomplished and indeed have been recognized as making a landmark contribution to the field. This knowledge has been disseminated, and a number of universities are now initiating programs utilizing knowledge gained in developing this model program. The process of institutionalizing the program was challenging. In studying this process, a diagnostic instrument for assessing the university context for interdisciplinary programs was developed. Student interest is strong and growing, and first graduates of the program have been selected for challenging positions in the State Department and in non-profit organizations.

G. Appendices Copies of the following will be found in the appendix:

Survey instrument, the results of the national survey, and the diagnostic instrument for assessing the university context, are attached.

- o Survey instrument
- o Survey results
- o Diagnostic instrument for assessing the university context
- o Evaluation report by evaluation consultant
- o Program brochure
- o Catalogue listing
- o Syllabus for Political Psychology 201, Fundamentals of Political Psychology

o Other syllabi and transcript of the final dissemination conference are available on request.

Fund for the Improvement of Post-Secondary Education

COMPREHENSIVE PROGRAM GRANT

"DEVELOPING A POLITICAL PSYCHOLOGY CURRICULUM"
The George Washington University

FINAL REPORT

JANUARY 30, 1994

A. Project Overview.

With the support of the Fund for the Improvement of Post- Secondary Education, the George Washington University designed a model graduate curriculum in political psychology. In order to incorporate expert knowledge into the design of the GWU program in this new and largely undefined field, a national survey of political psychologists was conducted and a senior panel of internationally prominent experts in the field was recruited. The identified key knowledge elements and skills were incorporated into a sequence of courses. The George Washington University courses were piloted, evaluated, revised, and re-evaluated. Student learning and the overall efficacy of the program were also evaluated. A graduate special field in political psychology was institutionalized in the primary sponsoring graduate division -- the Elliott School of International Affairs. In addition to graduate students in International Affairs, graduate students in other relevant disciplines--political science, psychology, and international business--also participate in the program.

In attempting to institutionalize the interdisciplinary program, some organizational resistance was initially encountered. It became clear that it is critical to assess a university's unique context and then tailor the model curriculum to capitalize on the strengths of the university climate and resources and systematically address the revealed limitations. This focus led to successful institutionaliztion of the program. This learning was formalized, resulting in the creation of a diagnostic instrument for universities to assess their unique context for introducing an interdisciplinary program in political psychology. The instrument has broader applications and is useful for interdisciplinary programs in general.

At the conclusion of the program, a national conference was held to disseminate knowledge concerning substantive content, methodological tools and institutional process for starting a new graduate political psychology program. A majority of the attendees are now developing programs incorporating the GWU model.

B. Purpose

The initial purpose was substantive, that is to identify the essential core knowledge elements and skills for the educated political psychologist and to develop a sequence of courses which would impart these elements. Early in the pursuit of the research effort it became clear that there were valuable lessons to be learned from the very process of institutionalizing the interdisciplinary program at the host university. Accordingly a second formal purpose was incorporated, namely the development of a mechanism for assessing the host university context, so that the model curriculum could be tailored to other universities. A derivative of this process was the development of a diagnostic instrument for assessing the receptivity of the university to an interdisciplinary program.

Finally, the success in systematically adressing the substantive and process reuirements to develop and insitutionsalize an interdisciplinary program led to a third formal purpose, the dissemination of the knowledge gained.

C. Background and Origins

The interdiscipline of political psychology is a relative newcomer in higher education. Concerned with the nexus of psychology and political science, i.e. the psychology of politics, isolated political psychology courses have been taught at the graduate level in several universities increasingly during the past decade. Several graduate programs in political psychology, for the most part within departments of political science, have been initiated in the past several years. Usually they have been tailored to the particular needs of the student, with no uniform program of study. There has been no systematic attempt within the field to develop a consensus on the knowledge and skills essential to political psychologists and no effort to systematically develop a formal graduate curriculum. At many universities, students have also expressed a need; the two most popular majors at George Washington are psychology and political science and there are many requests for a major which would combine the two.

At its inception, the plan for the program's development was outlined as follows. The first year of the project (1989-90) was to be devoted to developing the framework of a model graduate curriculum in political psychology by:

- identifying the knowledge and skills which a political psychologist should possess at the completion of graduate education in political psychology through a survey of political psychologists;

- assessing academic courses and programs in political psychology at other institutions;

- drawing on the expertise of a panel of senior consultants;

- meeting with the senior consultants at the conclusion of the survey to integrate their collective wisdom with the results of the survey -- in order to refine a model curriculum;

- developing a relationship with the relevant departments in George Washington University -- to help establish a sense of "ownership" and to better understand the university context for implementing the model program;
- initiating contact with relevant consumers (government agencies, international corporations, etc.) to assess needs;
- completing the program design.

The second year (1990-1991) was to be devoted to developing core courses and to establishing venues for student internships. Release time was provided to the faculty selected for developing key courses.

During the third year (1991-1992), the core courses were to be offered to students for the first time (fall and spring semesters) and during the spring semester of 1992, student internships were to be conducted along with an integrating seminar, followed by a final evaluation of this pilot project.

D. Project Descriptions

The scope of work and timeline was modified somewhat during the project. The first and second years remained largely the same except that the assessment of needs by "employer/ consumers" of a student with this graduate field occurred informally and during the second year as practicum placements were researched and identified. The second year also continued to include program design as we chose to run a pilot of the evaluation process and two of the courses, including collecting specially-designed student evaluations of our required three courses each time it was taught for revisions. The second, third, and fourth years (a no-cost extension was granted to accommodate the two year program which was designed and its evaluation) continued to include the challenges of developing ownership with the relevant departments in George Washington University. During the third year we began the series of three sequential required courses which we proceeded with a student gains baseline evaluation and completed in the beginning of the fourth year and concluded with a student gains and program feedback summative evaluation. Throughout the third and fourth years we conducted a process evaluation on both student gains and course and program evaluation. During all three of the last years we conducted dissemination activities, but these were especially focused in the fourth year with our national conference for universities interested in starting a graduate field in political psychology based on the learnings from our project.

National Survey The following section will describe our primary project activities.

Recommendations from the Field of Political Psychology for Development of an "Ideal" Program

As indicated in our project proposal, we established early on a senior political psychologist advisory panel, which, after reviewing the project proposal, prepared written recommendations concerning: areas of "substantive knowledge" and "skills or competencies" an "ideal political psychologist" would possess at the end of his/her educational experience. These were compiled in a summary report. On the basis of this input and the political psychology syllabus survey developed by David Sears of UCLA, a survey instrument -- the "Model Graduate Political Psychology Curriculum Survey" -- was developed. This instrument was sent to the membership of the International Society of Political Psychology (ISPP); chairs of political science and psychology at more than 100 U.S. universities; and appropriate interest groups within the American Political Science Association and the American Psychological Association. A second mailing was also sent to ISPP members who did not respond to the first mailing. Statistical analyses of 180 responses were conducted; a second set of statistical analyses distinguished the responses of: 1) self-identified political psychologists (the ISPP membership), 2) self-identified political scientists, and 3) self-identified psychologists. (See the Appendix for the instrument copy and data summary.)

The survey instrument addressed both knowledge elements and requisite skills.

Knowledge Elements

and

Competency or Skill Elements

The survey results indicated "elements of knowledge" or "elements of skill", not names of courses or content of courses. The elements might be combined into courses.

A table indicating the "areas of knowledge" ranked by respondents as either "essential" or "very valuable" is shown below, with the total percentage of respondents who ranked the item in either of these two categories.

Political Cognition (97%)
Political Socialization (94%)
Leadership and Followership (93%)
Mass Media / Communication (90%)
Organizational and Group Dynamics (87%)
Mass Movements / Collective Behavior (85%)
Elite Decision-making (84%)
Conflict Analysis (84%)
Voting Behavior / Public Opinion (84%)
Ethnic / Racial / Cross-cultural Issues (80%)
Political Personality Types (78%)
Political Violence / Terrorism (73%)
Gender Politics (60%)
Psychobiography / Psychohistory (58%)
Generational Politics (49%)
Life Course / Aging (39%)
Biopolitics (31%)

The "skills or competencies" ranked by respondents as either "essential" or "very valuable" were as follows:

Survey Techniques (97%)
Interviewing Skills (92%)
Experimental Design (88%)
Content Analysis (87%)
Archival Research (85%)
Negotiation / Mediation (75%)
Scenario Building / Simulation (58%)
Personality Profiling (53%)

There were differences in opinion between those who identify themselves primarily as psychologists and those who identify themselves primarily as political scientists. In general, the differences were not great -- not statistically significant -- except as follows. The greatest distinction was found on the subject of Biopolitics: 20.8% of psychologists thought this was essential while 47.1% of political scientists thought this was essential. The next greatest distinction was found regarding Psychobiography: 44% of psychologists thought this was essential while 68.4% of political scientists thought this was essential. Another distinction was found on Voting Behavior: 92.6% of psychologists thought this was essential and only 68.4% of political scientists thought this was essential. It was surprising that the psychologists would stress Voting Behavior and the political scientists stress Psychobiography; it was suggested that "political scientists might think Voting Behavior is 'old hat' and that psychologists might think that 'if political science is doing it, it must be important!'". Another explanation could be that those in a given field might think "cross-training" is important -- gaining knowledge or skills in an area of less familiarity. If this is true, it seems to be an encouraging note about political psychologists' commitment to interdisciplinary study.

Meeting of Senior Political Psychologist Advisory Council

On April 10, 1990 we convened a panel of nationwide authorities in the field of political psychology on April 10, 1990 at The George Washington University. These advisors were: Margaret Hermann *(Social Psychology - Ohio State University)*, Richard Braungart *(Sociology - Syracuse University)*, Alexander George *(Political Science, International Relations - Stanford University)*, Stanley Renshon *(Political Science - City University of New York)*, Paul Schaffner *(Social Psychology - Bowdoin College)*, and Jerrold Post (Project Director) *(Psychiatry, International Affairs - The George Washington University)*. Unable to attend due to schedule conflicts were: Ole Holsti *(Political Science - Duke University)*; Peter Loewenberg *(History - University of California - Los Angeles)*; and David Sears *(Psychology, Political Science - University of California - Los Angeles)*; their input was received independently. The meeting was facilitated by the project's Educational Consultant, Alden Lancaster.

The goals of this conference were:

1) To clarify recommendations regarding overall parameters for the program: Should this be a field, subfield, or program? Should we be preparing students to specialize in one political psychology, or several political psychologies? Is there a core knowledge and are there basic competencies (or skills), which we can expect all students to have mastered by the end of the political psychology program (which should be reflected in a "core curriculum" for the program)?

2) To reach consultant consensus regarding what should comprise this core curriculum, after having reviewed the results of the Project's curriculum surveys: What is "essential" for this core curriculum (and what is optional or desirable), with respect to both knowledge and skills / competencies? What should be the focus and content of the various courses in the core curriculum and how should they be sequenced? What pre-requisites are important and what

options are there for achieving these prerequisites? What other recommendations are there for other aspects of the curriculum design -- teaching methodologies, internships, etc.?

3) To suggest strategies for successful introduction and implementation of new interdisciplinary political psychology curriculum at universities, given the "ideal" versus the "realistic" and given the unique context of each university.

4) By inviting national experts and FIPSE staff to campus, to engender further interest among key George Washington University faculty and administrators in the field of political psychology, and investment in the plan to develop a model curriculum at The George Washington University.

Recommendations from the advisory panelists can be summarized as follows:

It was observed that there were several political psychology programs which were in the process of being developed, such as those at UCLA and CUNY, but these were specifically geared to those schools; the uniqueness of the George Washington program was that it would be more systematically conceptualized, as a program model -- a program which would be exportable. It was to be understood that the nature of the faculty resources at GWU might not lend themselves immediately to the full implementation of the program. Nevertheless, the first goal was to identify the model program as an ideal to be striven for, which could serve as a model for universities desiring to establish a political psychology program.

Once the ideal model program was designed, it would be important to particularize it to the George Washington environment. To do this would require clarifying the desired outcome for the curriculum. For what kind of careers should the political psychology program be preparing its graduates? In contrast to other programs, which for the most part were preparing their graduates for academic careers, the Washington location of the GWUU program offered a broader array of employment opportunities. Three potential arenas in which education in political psychology could be especially useful were identified:

- Academia: in both university research and teaching (in several relevant disciplines including Psychology, Political Science, Sociology, Government, Business, International Affairs, Public Policy, and others), as well as in government teaching (such as in National Defense University);

- The Federal Government: in both the "analytic" side of government (for example, as foreign policy analysts at the Department of State, the Department of Defense, and the Political Psychology Unit at the Central Intelligence Unit), as well as in the practicing side of government (for example, as staff of the Arms Control and Disarmament Agency and diplomats participating conducting negotiations.)

- International Business: Increasingly international business were recognizing a requirement on the analytic side for risk analysis and competitive intelligence, having specialists who were expert in assessing the leadership and decision making in nations in which new ventures were being considered, and on the practicing side of business, individuals skilled in cross-cultural negotiations.

To enhance linkages with government, international business, and national politics, it was considered that a practicum course would be doubly valuable: in addition to being of value to the students it would also be a useful mechanism for introducing officials in Washington to the new field of political psychology and highlight the value added of employees trained in political psychology.

We had been learning that many in Washington were in fact practicing political psychology but had never heard of it before! This was seen as a Catch-22. Employers would in fact benefit from hiring individuals with the core knowledge and skills central to political psychology, but were not aware of the field per se. It is hoped that one of the indirect results of our turning out university graduate students equipped with the knowledge and skills of political psychology will be to help government agencies identify that they have this need, give a label to this area of special knowledge and competence, and help to develop a market for the educated political psychologist.

In addition to the more explicit goal of developing the program design for The George Washington University and for replication in other universities, another indirect need and goal was seen for the project: helping the nation's identified political psychologists, as represented by the membership of the International Society of Political Psychology (ISPP), in their ongoing debates about what constitutes the field and the standards for the field. It was observed that political psychologists do not know, or agree on, what is "core knowledge" or what are "basic competencies" for political psychology, and political psychologists often assign different meanings to the same terms. It was deemed critical for the field to develop a common understanding and common language. (While this clearly outstripped the purposes of the grant, it was felt that the systematic process envisaged in the grant would in fact contribute to the systematization of this knowledge.)

Key organizing questions and knowledge subdivisions (including some dichotomous ways of approaching knowledge) were identified which were deemed critical to incorporate into courses in a model program in political psychology.

A pedagogical dilemma was addressed:

Exposing students to the breadth, with some degree of "minimal literacy" *versus* Limiting the scope of the curriculum and encouraging more in-depth understanding

Three organizing questions were identified as key to the study of political psychology:

1) "What are the origins of political consciousness (includes political socialization)?"

2) "What motivates political behavior?" (including both "mass" and "elite" considerations)

3) "What are the relationships between individuals, small groups, and larger collectivities -- and their effect on political behavior and decision-making?

Through the national survey the ranked priorities of Knowledge Elements and Competencies or Skills had been identified. Examination of the knowledge elements reveals they can be categorized into two main divisions of knowledge to be covered in a model political program -- "mass" and "elite" considerations.

Examples of questions in the "mass" theme would include: Mass

What is political culture?
How are political views developed and maintained?
How do these influence voting behavior?
How do these affect societal behavior?
What are the forces which unify a political following?

Areas of study would include: political socialization, voting behavior / political participation, and mass movements.

Questions in the "elite" theme would include: Elite

How are policy decisions made?
What are the relationships between the leader and his/her advisers?
What are the circumstances when individual leader characteristics influence leader behavior?
In what manner do group dynamics influence political decision making?
What determines the psychology of violent groups, such as terrorist groups?

Areas of study would include: leadership and decision-making, group dynamics.

This distinction is not always as neat as it seems; for example, mass movements are begun or led by elites; there are also reciprocal (or circular) effects of the mass on the elite, and vice versa.

Origins -- Roots -- Causes

The organization of a model curriculum might be based on a chronological format: 1) origins or roots or causes, 2) the structure, 3) the consequences or impacts or effects. For example, one might study: the roots or causes of leadership, the structure of leadership, the impacts of leaders.

Structure

Consequences -- Effects -- Impacts

Another way of organizing the march of a program was outlined: 1) History (of the field), 2) Theory and Methods (of the field), 3) Applications (of the field).

History

Theory -- Methods

Applications

With regard to teaching research methods, it was considered essential to include both qualitative and quantitative methods.

Affective

An issue which it was agreed was at the cutting edge of the field was the simultaneous importance, and the interaction between the affective and the cognitive domains.

Cognitive

A key organizing principle for political psychology --- that of the individual versus the group. Both were seen as important, and two "levels" were distinguished within "group" -- smaller (e.g. decision-making) group, and larger group (e.g. organization or society or collectivity). Thus, a "level of analysis" distinction was raised, with consensus that the competent political psychologist must be able to analyze phenomena, and be familiar with concepts, at the level of the individual, the small group, and the organization and large collectivity, and s/he must also be able to identify which level is contributing the major source of variance under which circumstances. A question was posed: "How do the group and the individual affect decision-making?" It was suggested that these two "subsystems" -- group and individual -- interact in a subtle but critical way.

Individual

Small group

Larger collectivity

All three levels are interacting with and affecting the other.

It is at the nexus of these three levels -- at the nexus between the individual and the small group, at the nexus between the individual and the organization / larger collectivity, at the nexus between the small group and the organization / larger collectivity -- that "slippage" occurs. This is especially true during political crisis situations. Further questions were posed to illuminate this interplay between the levels: "How do groups with different power and with different personalities interact in decisions? Whose positions count? How do they resolve disagreements? How does public opinion (including the media) affect leadership and how does this lead to change?" As one of the consultants put it, "these are questions where psychology and political science come together -- where political psychology is needed. Political psychology is a field of great importance when questions such as these cannot be answered as well by just one of the relevant disciplines." The senior consultants observed that the current state of theory and research is wholly inadequate in helping to integrate these levels. It was also observed that there is little useful research, and poor theory at best, which bears upon how groups make decisions when power is differentially distributed and different personalities are differentially distributed.

It was suggested that political psychology deals with questions or problems from an interdisciplinary perspective, and questions or problems might be the organizing principle for a curriculum based on inquiry. The posing of key questions or problems can then generate research and generate theory.

Overall, the two notions of "key questions", and the dichotomy of "mass" and "elite", emerged as most central for the development of a model interdisciplinary political psychology program. Threaded through either of these frameworks would be the distinctions outlined earlier (cognitive / affective, individual / small group / larger collectivity, etc.). A comprehensive political psychology core curriculum for a major field in a doctoral program might thus be designed.

The only required "sequencing" would be that the Introductory Knowledge Course be first, and the Integrating Seminar be last. It was recommended that the Methods Course be taken near the beginning of the sequence and the "substantive knowledge" course be taken prior to the Methods Course, a "cross-training course" also be taken early in the sequence, and a practicum occur near the end of the sequence.

Methods
Mass course
Course

Introductory
Knowledge
Course

Mass course

Practicum

Elite course

·· Integrating Seminar

Cross-training
Course

Elite course

Several program features were recommended for use in a model program.

1) Team teaching of all courses, especially the Introductory Knowledge and Methods Courses

2) Student-initiated projects

3) Students teaching each other (each will come from different disciplines and will have insights and knowledge to offer one another)

4) At least one reading within the Overview Course which bridges the differences of the disciplines (shows the "unity of science")

5) Use a "case study" method for teaching the various research methodology (cases would span a range of substantive content areas)

6) Study of an identified set of "great books" (or articles) in political psychology

7) A "mini-practicum" within the Overview Course

8) If prerequisites will be required, "testing this requisite knowledge" rather than requiring the completion of the prerequisite per se

9) Study of one skill or methodolody in depth (either quantitative or qualitative) through selection from several methodology "modules"

Nationwide Dissemination and Assistance in Starting a Graduate Political Psychology Program

Diagnostic Assessment Instrument

A model interdisciplinary program must necessarily be adapted and tailored in a given university. Asking a series of "diagnostic questions" could help a model curriculum be designed to capitalize on the unique strengths of its unique institutional setting, and be prepared to face the unique challenges that context presented for reaching the ideal. Examples of diagnostic questions are listed below. Such questions provided the basis for developing an instrument for "assessment of the unique university context for designing a new interdisciplinary program", which can be found in the Appendix.)

How interdisciplinary is the environment? Is there a strong tradition of interdisciplinary programs?
Is there a leader (senior university official) to promote and back up the effort?
Is there a tenured senior faculty member with strong university backing and a broad mandate to lead the program?
How can the program be conveyed as inexpensive (e.g. to department chairs)?
Is there a "critical mass" of senior faculty who are supportive?
Is there a "critical mass" of students who want this minor / subconcentration?
Who might be the other university "user groups" for this curriculum (e.g. visiting students, local professionals)?
Who are the key actors -- key resources -- here (in political psychology)?
Is there a core senior faculty with interest and experience in political psychology who can develop and teach the courses?
What is the value structure of this university, e.g. what is considered important for tenure?
Is participation in interdisciplinary teaching and research considered valuable or is it rather deemed peripheral to the core discipline?
What are the university 's mechanisms already in place for developing new curricula?
How can degree requirements be synchronized with the program? What are these requirements? Are they sufficiently flexible?
What disciplines allow for a minor (or subconcentration)?
In its promotion, how can the curriculum effort be linked to national-level concerns? state concerns? local concerns? (particularize to the local setting, and to the current events shaping the nation and the local areas)
In what direction is the university heading that this new curriculum can be tied into (in its promotion within the university and its ongoing development)?

The George Washington University Program: Program Design and Development, Institutionalization, and Dissemination of our Program Design

Conceptualizing and developing the diagnostic instrument for assessing the unique university context focused our attention on the George Washington University context and emphasized that there were a number of daunting features in the environment with reference both to the faculty resources and the interdisciplinary culture. This review emphasized that the challenges of developing and implementing a new interdisciplinary curriculum are both conceptual and pragmatic. The first project year was devoted to the major intellectual task of conceptualizing the ideal political psychology curriculum. The major formal task for the second year was developing the new courses, but an additional challenge was accommodating the ideal concept to the realities of our unique institution and the particular graduate school environments in which the program would be institutionalized.

On the basis of our efforts during year One, incorporating our knowledge of the field, the survey results and the recommendations from our expert panel, it had been determined and we were convinced that "the educated political psychologist" should be knowledgeable in these four central dimensions of political psychology:

"elite" knowledge areas (including leadership, decision-making, political personality types)
"mass" knowledge areas (including political socialization, political attitudes, public opinion and voter behavior)

"qualitative" methods (including comparative case studies, interviewing skills, political personality profiles and psychobiography)
"quantitative" methods (including survey construction and analysis and content analysis)

Thus, our initial ideal design had been a required four course sequence:

- An introductory course: Fundamentals of Political Psychology.
- A methodology course (including both qualitative and quantitative methods).
- A course at the "elite" level: Political Leadership and Decisionmaking.
- A course at the "mass" level: Political Socialization and Public Opinion.
- followed by an optional Practicum and/or Electives.

However, we learned we would need to streamline this plan to fit the departmental realities. As a special field in the Master's Program in International Affairs or as a subconcentration (minor field or subfield) in doctoral programs in the Graduate School of Arts and Sciences and The School of Business and Public Management, the standard requirement was for three required courses, rather than the ideal four as initially conceptualized. Moreover, because the Master's Degree in International Affairs was a two year program, and because of competing curriculum demands, the required courses would need to be completed over a two-year period, and it would be difficult to take more than one course per semester in the political psychology subconcentration.

We resolved this dilemma by imparting a major "elite" leadership and decisionmaking emphasis to the introductory course, and eliminating a separate course on leadership and decision making. We also determined that it would be better for students to have taken both knowledge areas (elite and mass) prior to taking methods, and to have taken methods prior to taking the optional Internship. So we designed our required two-year sequence of three required courses for a graduate special field in political psychology as follows. (See detailed descriptions and syllabi in the Appendix.)

Fall semester of Year One: REQUIRED: Fundamentals of Political Psychology

Spring semester of Year One: REQUIRED: Political Socialization and Public Opinion

Fall semester of Year Two: REQUIRED: Political Psychology Research Methods

Spring semester of Year Two: *OPTIONAL Political Psychology Electives*

Applied Political Psychology: Practicum and Seminar

Political Psychology Independent Study

Political Violence and Terrorism

Electives in other Departments relevant to the study of Political Psychology

Release time was provided for course development during the second grant year of two *new* courses: Fundamentals of Political Psychology and Political Psychology Research Methods. Formerly including no psychological content or international perspectives, Political Socialization and Public Opinion was significantly modified. Fundamentals of Political Psychology and Political Psychology Research Methods were piloted and evaluated before the first group of subfield students went through the grant-funded cycle. We developed and sent out a program-specialized in-depth course evaluation form to help us improve the courses. These forms were subsequently given out and analyzed after every time any of our required courses were taught. (See Appendix for a copy of this instrument, and the Evaluation section of this report on findings.)

The introductory course Fundamentals of Political Psychology first reviewed the history and dimensions of the field of political psychology. After considering the circumstances when personality affect political behavior, a sequence concerned with leadership followed--the origins of leaders--psychobiography, with examples of Hitler, Gandhi, etc.-types of leadership, charismatic leader-follower relationships, an innovative experiential exercise in leadership and followership, the mind of the terrorist, group dynamics, crisis decision making, and moving towards the misperceptions and images of the enemy associated with war. The central project for the course which integrated the theoretical knowledge with a practical application was the development of a political personality study of a 20th century leader. The course was developed and taught by the project director.

Political Psychology Research Methods was taught by Dr. Eric Shaw, who has a national reputation as a political psychologist and is also trained as a clinical psychologist; we identified and brought him into GWU as an Adjunct Professor because there was no one currently on campus equipped to teach this class. We decided to employ the "case study" approach recommended by our senior consultant panel last April. Classic research papers in political psychology are examined. The goal is for the students not to become experts in each method, but to be able to read classic works intelligently, and at the same time to acquaint students with these classic work. With each classic study, they determine: what research method was used? why? what questions were answered by using this as opposed to a different research method? what questions were not answered as a result? They also complete projects in which, taking the role of an advisor to the President, they must summarize and synthesize differing political psychology research on a given topic, providing advice to the President for political action.

Political Socialization and Public Opinion is taught by Dr. Susan Wiley, Assistant Professor of Political Science. Dr. Wiley had taught a course by the same title which focused on domestic politics and voting behavior from a political perspective. In revising the course to complement the political psychology course sequence, it was altered to reflect an international focus with a major emphasis on mass behavior and the shaping of political attitudes. (We are pleased that Dr. Wiley, who had not heretofore considered herself a political psychologist, will be presenting a major paper at the 1991 annual meeting of the International Society of Political Psychology in Helsinki, so that in the process of reformulating her course has come to incorporate "political psychologist" as part of her own professional identity.)

A needs and interests survey of the graduate students was conducted by the educational consultant of the students in the introductory course who had expressed their intent to select Political Psychology as a field of study, concerning their interest in the Applied Political Psychology practicum. More than 50% of the graduate students expressed interest in a practicum, which boded well for going forward with this course's development. In the end, many students could not take the course because they could not afford the required 15 hours of time at the placement without being paid, which it turned out few placements would do. However, internships specifically tailored to the participating students were set up. They completed projects and papers at the placement, and we held periodic meetings with them to help them identify their learnings in political psychology, and negotiate the challenges of working for new organizations as an "intern" but also with the eyes and growing skills of political psychologist. Evaluations were based on seminar discussion, papers completed for the practicum course and for the placement organization, and supervisor evaluations. One student, as her placement organization fired its CEO for illegal and unethical dealings, helped analyze the dynamics for the Board Vice Chair using political psychology such that he said her insights were the most helpful he had heard yet. We learned that this Applications course was of the most valuable of all of those in the program for these students.

Additional electives different students opted to take were: Political Violence and Terrorism (by far the most popular elective), Independent Study. Political Violence and Terrorism was so frequently combined with one or more of our three required courses that with students petitioning for a special field in Political Violence and Terrorism so that we are that we have officially recommended and provisional approval has been obtained for a special field in Political Violence and Terrorism under the auspices of the Political Psychology Program.

Institutionalization

Winning acceptance for a new discipline in a traditional university environment we learned is no trivial task. Gaining university interest, "ownership" and formal approval has been a major focus of this grant project and remains a continuing challenge. Breaking down institutional barriers and building and crossing interdisciplinary bridges have provided a continuing challenge. Running the gamut of university procedures to have the new courses and program formally sanctioned was challenging. Given the formidable barriers, institutionalization of our program has been remarkably successful. The focus provided by the formal diagnostic assessment was of great importance in clarifying both the difficulties and the pathways.

One of our major successes has been within the Elliott School of International Affairs, where the program has been warmly embraced by the Dean and is advertised as a unique offering of the School, and elevated to a full field. (See flyer in the Appendix.) Another success has been our support at the Dean's level of the School of Business and Public Management; not only is there full support for the subconcentration, but an interest in including psychology as a major thrust of a new program there in Leadership Studies.

The program and descriptionof the field now appear in The George Washington University Graduate Programs catalogue 1991-1992, another accomplishment in program development this year. This description has been revised for the 1992-93 and 1993-94 catalogues to reflect what we learned this last year and our new decision on course sequence and requirements. (See catalogue descriptions in the Appendix.)

Included in our catalogue description is a "Committee on Political Psychology". The committee has multiple functions. It serves to legitimize the program; it provides a focus for ownership, contact and advocacy within each department; and it provides a source of counsel in terms of negotiating the often treacherous departmental terrain. We are strengthening the committee this year with the addition of the new Chair of the Political Science Department, and the new chair of the Department of Sociology.

We have secured university funding for the continuance of the program beyond the end of the FIPSE grant. The Fundamentals, Applications, Independent Study and Political Violence and Terrorism courses will be taught by the Project Director as part of his regular interdisciplinary faculty appointment; the Political Socialization course will be taught by Dr. Wiley as part of her regular teaching load in political science; and there is a commitment to cover the salary for teaching of the Methods course beyond the grant. A new course in International Diplomatic Behavior has been developed under the banner of the program, which will also be taught by an adjunct political psychologist. This emphasizes on the one hand that the internal university resources are slim, but that with flexibility and creativity the greater Washington community provide a major resource for overcoming this shortfall.

Of the 25 students (5 over the cap!) who took the initial Fundamentals course this fall, 14 have chosen to take political psychology as a special field. One student is an exiled tortured political leader and political writer from Romania and said his decision to study at George Washington was due to the existence of this program. Five have indicated their intent to pursue a special field in Political Violence and Terrorism.

We have also discovered significant interest in our Fundamentals course among the undergraduate population. While we have opened the course to seniors with permission of the instructor, in the future we may want to pursue options for introducing more undergraduates to the field, such as offering a second section of the course for undergraduates, or discussing with the university administration additional funding for this need.

We discovered that marketing new interdisciplinary courses and the special field was required for political psychology is a new field and few students have heard of it to actively seek it out. We anticipate this will continue to be required, but increasingly participating students become the best advertisement for the program. Catalogues are prepared long in advance and do not have the courses listed. Many departmental advisors must be informed of offerings and requirements. Mailing our program brochure to newly admitted graduate students, informing program advisors, and posting flyers and brochures around campus, has generated interest in the Fundamentals course and the Political Psychology special field. It is interesting that more students learned about the program from a brochure sent in the mail or posted on a bulletin board than from a university advisor, indicating that we need to do more repeated reminding about our program and perhaps that resistances to our program in traditional departments still exists.

The Gulf Crisis provided an unusual opportunity to highlight political psychology at George Washington and played a serendipitous and highly positive role in winning identification and acceptance of the Political Psychology Program at George Washington University. As he presented his political personality profile of Saddam Hussein (which was publicly identified as a political psychology profile) in Congressional testimony and during his numerous national and local television, radio, magazine and newspaper broadcasts, Project Director Jerrold Post was identified as a senior "Political Psychologist". This not only heightened George Washington students' interest, but also resulted in numerous inquiries -- both within the university and throughout the city and country -- about how to get training in political psychology. Calls came in from undergraduate students wanting to study political psychology. A local political journalist signed up to audit Dr. Post's Fundamentals course and any subsequent courses by him. Several times in Gulf Crisis national media interviews, Dr. Post even had the opportunity to describe the program being developed at The George Washington University with the support of the U.S. Department of Education.

At the onset of the grant, it was assumed that the major challenges were be substantive. In fact at least as challenging were the organizational and bureaucratic challenges. With the wisdom of hindsight, this should have been anticipated, for introducing a new interdisciplinary concentration in any vertically structured university will inevitably challenge a culture and encounter resistance, despite the positive and forthcoming attitude of individual senior officials. Examples of the bureaucratic difficulties will be described in brief, not to not as a criticism of the university, but to illustrate the types of problems which should be anticipated in any such endeavor.

To gain official approval of this new interdisciplinary field and program required the formal blessing of the Vice President for Academic Affairs, four Deans, three Department Chairs, and the Dean's Faculty Committee. In addition to approving and accepting the overall program as a University Division, each course submission required approval by the Curriculum Committee.

As noted above, acceptance in both the Elliott School of International Affairs and the School of Business of Business and Public Management has been strong and gratifying from the onset and there has been strong and continuing support at top university levels. Theoretically two pillars of a Political Psychology program should be the departments of Political Science and Psychology. The chairs of both departments had actively supported the concept during the initial planning stages, and both had agreed to serve on the faculty committee of the Political Psychology program. But translating that support into full acceptance by these two key departments proved more problematic.

The Political Science Department was in the midst of a leadership transition, with a search in progress for an outside Chair. By necessity, this moved to the back burner all departmental discussion about new programs. Relationships with individual department members were warm and collegial. He taught a course in the Psychology of Leadership in the Political Science department's off-campus program on Capitol Hill. The program director sought appointment as Research Professor of Political Science. The members of the department voted its approval. This was a useful step for it both actively acquainted the department with the new program and also paved the way for the program director beginning to become a "member of the family." Yet, reflecting the cultural barriers, when the request was made to have an untenured assistant professor of political science whose research was in decision making become affiliated with the political psychology program, the program director was told, "This would detract from his chances of making tenure. He needs to concentrate on his core discipline, and can pursue interdisciplinary work later. " The delay in winning acceptance of the program within the department did not however reflect resistance. It was occasioned by the leadership transition crisis. The newly-selected Political Science Department Chair arrived at the end of our second grant year. Happily he has contributed research to the field of political psychology and supports the emerging field. We contacted him shortly after his arrival, and he agreed to serve as the Departmental representative to our Committee. Preliminary discussions have now been held within the department concerning formalizing a minor field in political psychology within the Ph.D. program doctoral degree in political science. Graduate student advisors now recommend political psychology courses to their students and a political science graduate student is serving as a research assistant in the program.

The problems in winning full acceptance by the Department of Psychology were in a sense structural and reflect a dilemma nationally in incorporating political psychology into departments of psychology. The requirements in the primary concentrations (Clinical, Developmental, Cognitive Neuropsychology, Applied Social, Industrial / Organizational) are so demanding there is little room for courses outside the concentration in another area of psychology, let alone outside the Department. Indeed, there are no minor fields within the doctoral programs of the department.

In fact, this is for the most part the case nationally. Margaret Herrman, a nationally prominent political psychologist who served on our senior advisory panel, directs a political psychology program at Ohio State University, but her appointment is in the department of political science. Indeed, in the handful of universities which are developing political psychology programs, all but one are located within departments of political science. The one exception to that general rule is UCLA, where three departments-psychology, political science, and history- have combined resources and graduate students in these three disciplines can obtain a Ph.D. in their primary discipline with a major field and their doctoral dissertation in political psychology. David Sears, a member of our senior panel, is the UCLA program director. The dean of social sciences at UCLA, he is trained in social psychology and is a noted political psychologist. This is clearly a highly unusual circumstance.

Despite the structural impediments in the GWU psychology department, encouraging progress is being made. Appointment as Research Professor of Psychology was approved. Psychology graduate students regularly take courses in political psychology. Three psychology graduate students have served as research assistants to the program director. And, most significantly, two graduate students -- in Clinical and Industrial / Organizational -- have written dissertations in the area of political psychology-conducting research on different aspects of charismatic leadership-with the program director chairing one dissertation committee and serving on the other.

Because of the structural considerations discussed above, in the short term at least a formal field in political psychology does not seem likely and we will concentrate our efforts on building informal links and increasing student participation in both courses and research. We will focus particularly on the two concentrations which have the most in common with political psychology -- "Applied Social", and "Industrial and Organizational" -- which also have the most opportunity for electives in their program requirements.

Contributing to the acceptance on campus and the increasing acceptance in these key departments is the program director's role as Convener of the monthly Faculty Seminar in Political Psychology. This is attended by faculty and policy officials in the Washington area, including active participation by members of GWU's political science and psychology departments.

In both departments, we have made inroads but there is a road yet to travel. In fact, an important lesson is that for an interdisciplinary program to succeed, continuing attention needs to be paid to maintaining close relationships with the key schools and departments. In effect, it needs to be treated as a continuing process requirement.

E. Evaluation / Project Results

We chose to focus our evaluation on the views of our ultimate beneficiaries -- the students -- and center our learnings on how well we were serving them -- through the impacts on their learning and lives, their assessment of courses and their assessment of the program overall. Our educational consultant, Ms. Alden Lancaster, played a critical role in this phase of the program. To ensure that this crucial phase was optimally developed, we decided to contract with a senior education evaluation specialist to conduct our formal baseline, process and summative evaluation of student impacts -- and advise us on other aspects of evaluation of our program. We did an extensive search, and consulted with David Holmes and Dora Marcus of FIPSE for guidance in selecting an appropriate consultant. Ms. Judith Alamprese of COSMOS Corporation (a former evaluator for the U.S. Department of Education, FIPSE proposal reviewer, and nationally-respected educational evaluator, was selected as evaluation external consultant.

During our second year, we developed a comprehensive program evaluation methodology. Our evaluation plan included evaluation of the project, program, individual courses, and students' growth. Both quantitative and qualitative methods were employed. Students were followed throughout the program, participating in baseline and summative evaluations. Student impacts were measured, including new knowledge, attitudes, and skills. Our evaluation tools were: semi-structured pre/post in-person and telephone surveys with the same students 22 months apart (interviews pilot tested first); blind pre/post essay questions crafted to cover both "elite" and "mass" content questions; course evaluations for every class every time with mostly all the same questions, several able to provide quantitative data; informal listening to students, their anecdotal information and comments, and informal observation of "case studies".

Evaluation of Student Gains -- Impact on Perspectives and Learning.

The project strategy for evaluating the impact of the program on the students was to utilize a multi-method approach. The numnbers were too small to permit statistical evaluation. Semi-structured interviews were conducted with all entering students in the Fundamentals of Political Psychology course-both those electing the field and those who would be taking the once course only-to establish base line knowledge and sophistication concenring political psychology. At the end of the program, the same student population was re-interviewed. Thus the students who did not go on in the program would be a control group, and each student would be his own control. We also asked students at mid-term and at the conclusion to write essays on a contemppary topic which would reflect political psychology insights. AT mid-term, the students were tasked with an essay on the Perot phenomenon in AMerican politics. Despite a stopend, only three responded. Essays were also solicited at the conlcusion of the program. The numbers were small, but it was the impression that there had been a signidficant gain in sophistication and viewpoint for most of the students participating, reflecting a psychological bent in thinking about international conflict and politics.

Judith A. Alamprese of the COSMOS Corporation was the educational evaluation consultant to the project. Her full evaluation can be found in the appendix. The introduction an summary follow.

IMPACT ON STUDENTS' PERSPECTIVES AND LEARNING

Introduction

This section of the report presents the findings from an evaluation of the impact that participation in the political psychology program had on students' perceptions and learning. Included in this discussion are data concerning students' perceptions of the ways in which their perspectives toward political behavior and/or their careers changed as a result of participating in one or more courses in the program. These data were collected through written evaluations completed by students at the end of each political psychology course offered during the FIPSE grant period. Also described are findings concerning students' understanding of how political psychology goes beyond traditional political science and students' opinions of the value of political psychology as a field of study. This information, along with data concerning students' knowledge of how their learning can be applied to their careers, was gathered through an indepth examination of 10 students participating in the political psychology program during the FIPSE grant period. Face-to-face pre-interviews were conducted with the 16 students who enrolled in their first political psychology course during the Fall 1991. Follow-up telephone interviews then were conducted with 10 of these students who could be located during the Spring 1993.

Summary

The information collected in the evaluation from course surveys and interviews indicated that students participating in the political psychology program valued the information they had received and could articulate the ways in which their perspectives toward political behavior had been changed. In addition to developing an enhanced understanding of the theories and methods used in political psychology, students expressed an enthusiasm for a field that provided them with alternative perspectives from which to analyze world events and the behavior of individuals and institutions.

Evaluation of Courses and Results, and Student Feedback on the Program Overall

In order to field test the baseline evaluation, each student taking the pilot version of the Fundamentals course during the spring of 1990 was interviewed utilizing a semi-structured interview format before the course commenced by the program director and the educational consultant. While some understanding of principles of political psychology was reflected by a few of the entering students, for the most there was a tabula rasa. This was not only helpful in orienting the level of pitch in the piloted Fundamentals course, but also provided useful data for developing the formal program evaluation method to be implemented with the first class of students entering the program in the Fall semester of the third year. We also conducted one-to-one interviews with the seven Pilot Class students who planned to pursue political psychology as a subconcentration, to determine the general range and depth of baseline knowledge, and assess the need for pre-requisites as part of our program. We learned that the range of knowledge was wide, and overall not very sophisticated, yet basic familiarity with both political science and psychology was sufficient to eliminate need for pre-requisites.

At the conclusion of the pilot running of the Fundamentals class in the Spring of 1990, our Educational Consultant held a series of meetings with the seven students who elected Political Psychology as a special field to identify their needs, their goals for being in the program, and their feedback on the developing program. We learned that they would like to learn more about political psychology as a field overall (its history and development, current "hot topics", professional associations and journals. jobs which involve political psychology, and so forth). We now add to the first lecture in the Fundamentals class an overview of the field of political psychology and a packet of readings on political psychology overall.

Personal reflections and career choices of program participants more powerfully convery the impact of the program than numbers and surveys. One program participant won an appointment as Presidential Scholar and was appointed to the Foreign Service in the Bureau of Refugee Affairs. His orientation and knowledge concerning political socialization and identification and his research on ethnic/nationalist tensions materially assisted his career his career and singled him out for a post in Turkey. Another gifted student is now working for an international peace foundation and was recently sent to the occupied terrirtotires in Israel to collect data on the peace process and how it is affecting Palestinians in Gaza and the West Bank. Another student won a state department fellowship to study neo-Nazism in Germany. It is gratifying as a teacher to see a passion to make a difference in one's students and that the perspective, knowledge and skills taught are viewed by the students as central to their orientation and career goals.

Dissemination of information about the model graduate Political Psychology Curriculum

While the program at GWU is now solidly established and and making continuing progress, in our judgement the major contribution has concerned dissemination of knowledge to universities throughout the nation-nationally-not only substantively on the requisite knowledge elements, skills and course sequence design, but also concerning the lessons learned concerning the complexity of institutionalizing interdisciplinary programs. Thus the knowledge disseminated was not concerned merely with our program at GWU but about the content and methods which comprise political psychology, the description of a model program and what programs exist now in varying forms unique to the university context, and how to start and new graduate program in political psychology.

In 1990, we gave a well-attended presentation to the International Society of Political Psychology annual conference about our national survey of political psychologists, and the recommendations from our national team of political psychology experts, as well as the plans for our then new political psychology program.

An innovative method utilized in the Fundamentals course to help students experience leadership, followership and group pressures-- a 4-hour simulation modeled after Tavistock human relations conferences- was presented at conferences of the Fund for the Improvement of Post Secondary Education in 1990 and the International Society of Political Psychology in 1992.

To assist educators to experience and focus on institutional barriers to interdisciplinary programs, at the FIPSE Annual Conference we conducted an experiential pre-conference workshop, modelled after the simulation developed by the program director for political psychologists. (For political psychologists, the framework is for three blocs-East, West, and Third World-to form a cooperative international organization while focusing on conflict, cooperation and destructive group dynamnics.) For the FIPSE conference, the framework was modified, dividing the group into three faculty groups-humanities, social sciences, and physical sciences-with the goal of forming an interdisciplinary curriculum, retaining the same focus on destructive group dynamics.

The Editor of the International Society of Political Psychology quarterly journal has invited us to write two articles, once concerning our work defining the field and a model program, and a prgmatic article concerning lessons learned from starting the program at GWU. The articles are in draft at this time and will be submitted shortly. As the journal currently has a distribution of over 850 scholars and libraries in the U.S. and nations throughout the world -- and there is thus a strong dissemination result yet to come.

An article concerning the complexities of institutionalizing an interdisciplinary curriculum has been discussed with the editor of The Chronicle of Higher Education. We also plan to submit an article on "recommendations for starting a graduate interdisciplinary field" to the American Association of Higher Education "Bulletin" and to "College Teaching".

During the survey conducted during the first project year, syllabi of courses in Political Psychology were collected from across the country. The breadth of required reading led us to systematically develop a bibliography subdivided into the central knowledge and methods areas we identified in our survey, resulting in a 90-page bibliography with some 1000 entries. We have found this helpful in our own course design, displayed this at our Political Psychology conference, and plan to distribute it through the ISPP newsletter.

Conducting A National Dissemination Conference

The culminating event, the capstone of the FIPSE sponsored graduate political psychology curriculum grant, was a national dissemination conference. Designed for universities considering or committing to starting a new graduate interdisciplinary political psychology program, the goal of the conference was to present the model program developed at George Washington University, the programs of the universities represwented by the senior advisory panel, and to share our experience concerning setting up a new program, assessing their unique climate, incorporating key knowledge subdivisions, key questions, and integral conceptual approaches and dichotomies. To identify potential attendees, we advertised the conference in the newsletter of the International Society of Political Psychology (ISPP) and through a mailing to deans and professors who were members of ISPP and elevant committees of the American Psychological Association and the American Political Science Association. Transportation, room and board, and conference fees were provided to the attendees. Attendees were to complete the diagnostic assessment instrument before the conference to permit the staff to consult to individual programs. This conference was held on June 11-12, 1993 and attended by 11 institutions and 17 representatives (often in teams) of Arizona State University, the University of South Carolina, Duke University, Iowa State University, the University of Iowa, and a political psychologist from Boston consiering starting a consortium program.

The conference provided a rich menu of useful information to attendees for starting a new program, including: an overview of the value of interdisciplinary study (with FIPSE presenter Odus Elliott and GWU's Vice President Rod French), the current statistics on interdisciplinary graduate study in the U.S. (with Dean in Residence of the Council of Graduate Schools, Mary Ann Borchert), the history and current status of political psychology study in the U.S., recommendations for a model curriculum (as described in the previous section of this report) -- provided by those same consultants who served as conference faculty, examples of four quite different graduate political psychology programs (Ohio State, CUNY, UCLA and GWU), options for course configurations, innovative teaching methodologies, key considerations and steps in setting up a program, issues and strategies for developing ownership and institutionalization, and, finally, small planning groups for actually completing the preliminary design for a program (using the conference learnings, assessment tool completed prior to coming and feedback from the conference faculty).

The conference materials packet included about some 500 pages of information and resources, such as: the results of our national survey; the results of our conference with senior political psychology experts about a model program; program descriptions; course syllabi; articles about political psychology as a field. The conference materials, agenda and transcribed tape-recorded proceeding from the conference are included in the Appendix.

The response of the participants was extremely gratifying and exceeded our expectations. GWU faculty team was told repeatedly how thoroughly excellent the conference was and that it went met every possible need for thinking through the issues concerned with startingup a new program. Of greatest significance, the majority of the participating universities are now starting programs as a consequence of the conference.

Permanently Institutionalizing Dissemination

One of the participants at our Dissemination Conference was the newly elected President of the International Society of Political Psychology (ISPP), Betty Glad, Professor of Government at the University of South Carolina. She was so impressed with the value and quality of the conference that soon after she called Project Director Jerrold Post and asked that he chair a new standing committee of ISPP the goal of which would be to help develop new political psychology programs. A regular feature of the annual meetings would beworkshops modelled after the dissemination conference, which would be chaired by the program director and staffed by the advisroy panel. The first such workshop will be held in Santiago, Spain in July, 1994. We believe this is the major accomplishment of our project, giving the promise not only of ongoing national dissemination -- but also of institutionalization internationally.

Project Evaluation and Results

Thus the goals of the project were fully accomplished. Our most significant results were our national dissemination and institutionalization, as described above. We also have had confirmed by our national political psychology experts that we have contributed significantly to the defining of this new still-undefined field, through our national survey and dissemination of the April 10, 1990 conference proceedings. The systematic focus on the challenges of institutionalizing an interdisciplinary program have implicationsbeyond political psychology. Many of the students choosing political psychology as a field have changed their career plans as a result of being in the program.

What would be our 5 biggest recommendations to universities wanting to start a new interdisciplinary graduate political psychology program?

1) Carefully assess the university environment to ensure that
   a. there is receptivity to interdisciplinary programs,
   b. there is top level support, and
   c. there is an adequate base of qualified faculty willing to contribute

2) Tailor the program to the identified strengths
3) Attend early and in a continuing fashion to building bridges to key departments
4) Begin modestly with the introduction of key courses and build incrementally
5) Work with department chairs to fill gaps in the program faculty

What were our biggest learnings? What would we do differently were we to do this over again?

Our initial assumption was that the major challenge would be the intellectual conceptual challenge, i.e. systematically developing the boundaries of the emerging discipline of political psychology, indentifying key questions, identifying course sequences. In fact, the challenges of institutionalizing the interdisciplinary program were much more difficult. If we were to approach this project anew, we would begin with the diagnostic assessment of the institution, using the tool we created to better assess our own university's climate for interdisciplinary study, and then use the information to focus our efforts to take on the challenge of engendering ownership. We have learned there is a wide gap between statement of support from a department chair and genuine acceptance and cooperation by vertical anonymous departments, and winning full support and acceptance is a major task which must be started early and pursued with great perseverance.

Introducing courses at an undergraduate level would be explored as a low cost way of building interest and support without the problem of introducing a full fledged program at the graduate level.

We would also more thoroughly canvas the faculty in relevant departments, identifying faculty whose work was closely related to political psychology and who might well strengthen the program faculty. In some circumstances, shifting slightly the emphasis of extant courses could well contribute to the overall curriculum.

The logical sequence of the development of this new program conflicted with a condition of the grant, to carry out the requisite steps within three years. We planned to evaluate the program at its conclusion, but in fact the actually first running of the program would occur beginning in the third year, the first year being devoted to surveying the field, the second to developing courses. Since the courses in the field would be taught over a two year period, the evaluation and dissemination conference could not occur at the end of the third year. However, FIPSE program officers understood this dilemma, and provided for a no cost extension.

F. Summary and Conclusions

With support from the Fund for the Improvement of Post-Secondary Education, a model graduate curriculum in political psychology has been developed. On the basis of a systematic survey of identified political psychologists, critical knowledge elements and requisite skills were identified. With the aid of a senior panel of nationally recognized experts in political psychology, a logical sequence of courses was designed to incorporate the requisite knowledge and skills. A dissemination conference was conducted at the end of the grant which was highly successful and instrumental in leading attendees to develop political psychology programs at their universities, incorporating significant elements of the model program design. Moreover, the program director has been appointed chair of a standing committee of the ISPP for developing new programs. Thus the exporting curriculum goal has succeeded beyond our expectations. Moreover, the project has played a major role for the emerging field in identifying essential knowledge and skills.

In institutionalizing the program at the George Washington University, lessons were learned concerning the process of institutionalizing an inter-disciplinary program. This led to the development of a diagnostic instrument for assessing the university environment. Hitherto unknown on the GWU campus, political psychology has made a definitive mark and has made substantial progress in acceptance by the core disciplines. Student interest has grown exponentially and this year several of the key courses were over-subscribed.

In sum, the project goals in identifying and exporting a model curriculum have been fulfilled and indeed exceeded. Political psychology as a discipline has found a home on the GWU campus. The institutionalization of a tailored program on the George Washington University has made major progress, but fully integration with the core disciplines will require continuing efforts. The process of developing the program on campus provided a rich learning experience and led to the development of a diagnostic instrument which have general implications for the challenges of institutionalizing inter-disciplinary programs.

G. Appendices

1) Summary and data detail on national survey

2) April 10 report

3) Overview of George Washington required course sequence and electives

4) Program description GWU catalogue and bulletins

5) Course syllabi

6) Instructions for experiential workshop

7) Diagnostic instrument (blank)

8) Dissemination conference agenda

9) Letter/flyer about dissemination conference

10) Participant list

11) Evaluation of student gains (changes in thinking and decisions about career or academic program based on pre/post essays and pre/post interviews) by Judith A. Alamprese

Model Graduate Political Psychology Curriculum Survey

A "Model Graduate Political Psychology Curriculum Survey" was developed. This instrument was sent to: the membership of the International Society of Political Psychology (ISPP); chairs of political science and psychology at more than 100 U.S. universities; and appropriate interest groups within the American Political Science Association and the American Psychological Association. A second mailing was also sent to ISPP members who did not respond to the first mailing. Statistical analyses of 180 responses returned as of April 9, 1990, were conducted; a second set of statistical analyses distinguished the responses of: 1) self-identified political psychologists (the ISPP membership), 2) self-identified political scientists, and 3) self-identified psychologists.

A table indicating the "areas of knowledge" ranked by respondants as either "essential" or "very valuable" is shown below, with the total percentage of respondants who ranked the item in either of these two categories.

Political Cognition (97%)
Political Socialization (94%)
Leadership and Followership (93%)
Mass Media / Communication (90%)
Organizational and Group Dynamics (87%)
Mass Movements / Collective Behavior (85%)
Elite Decision-making (84%)
Conflict Analysis (84%)
Voting Behavior / Public Opinion (84%)
Ethnic / Racial / Cross-cultural Issues (80%)
Political Personality Types (78%)
Political Violence / Terrorism (73%)
Gender Politics (60%)
Psychobiography / Psychohistory (58%)
Generational Politics (49%)
Life Course / Aging (39%)
Biopolitics (31%)

The "skills or competencies" ranked by respondants as either "essential" or "very valuable" were as follows:

Survey Techniques (97%)
Interviewing Skills (92%)
Experimental Design (88%)
Content Analysis (87%)
Archival Research (85%)
Negotiation / Mediation (75%)
Scenario Building / Simulation (58%)
Personality Profiling (53%)

There were differences in opinion between those who identified themselves primarily as psychologists and those who identified themselves primarily as political scientists. In general, the differences were not great -- not statistically significant -- except as follows. The greatest distinction was found on the subject of Biopolitics: 20.8% of psychologists thought this was essential while 47.1% of political scientists thought this was essential. The next greatest distinction was found regarding Psychobiography: 44% of psychologists thought this was essential while 68.4% of political scientists thought this was essential. Another distinction was found on Voting Behavior: 92.6% of psychologists thought this was essential and only 68.4% of political scientists thought this was essential. It was surprising that the psychologists would stress Voting Behavior and the political scientists stress Psychobiography; it was suggested that "political scientists might think Voting Behavior is 'old hat' and that psychologists might think that 'if political science is doing it, it must be important!'". Another explanation could be that those in a given field might think "cross-training" is important -- gaining knowledge or skills in an area of less familiarity. If this is true, it seems to be an encouraging note about political psychologists' commitment to interdisciplinary study.

THE GEORGE WASHINGTON UNIVERSITY

DEVELOPMENT OF A GRADUATE POLITICAL PSYCHOLOGY CURRICULUM

Summary of Proceedings
of the April 10, 1990 Meeting

held with the project's panel of
nationwide senior consultants in the field of political psychology

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Project Description

The George Washington University is establishing a model graduate curriculum in the interdisciplinary field of political psychology under a grant from the U.S. Department of Education's Fund for the Improvement of Post Secondary Education (FIPSE). The FIPSE project will result in a new field or subfield of concentration in political psychology for George Washington students seeking graduate degrees in several disciplines, including: political science, psychology, history, sociology, business administration, and international affairs. The graduate students will also pursue internships at various government agencies and private firms in Washington, D.C., to develop competencies in appropriate skills. This model program will be carefully evaluated and refined throughout the three years; at the end of the three year period, the program may be expanded to include summer institutes, graduate student exchange programs, or undergraduate concentrations.

To help guide the design of the curriculum, a panel of nationwide senior consultants has been established; these consultants are a group of nationally-respected political psychologists who bring a balance of expertise representative of several disciplines and who are also familiar with the challenge of interdisciplinary programs. The members of the senior consultant panel are:

Richard Braungart	(Professor of Sociology - Syracuse University)
Alexander George	(The Graham Stuart Professor of International Relations - Political Science Department - Stanford University)
Margaret Hermann	(Professor of Psychology - The Mershon Institute, Ohio State University)
Ole Holsti	(The George V. Allen Professor of Political Science - Duke University)
Peter Loewenberg	(Professor of History - University of California - Los Angeles)
Stanley Renshon	(Professor of Political Science and Director of the Political Psychology Program - City University of New York)
Paul Schaffner	(Associate Professor of Social Psychology - Bowdoin College)
David Sears	(Dean of Social Sciences, Professor of Psychology and Political Science, Director of the Political Psychology Program - University of California - Los Angeles)

At its inception, the plan for the program's development was outlined as follows. The first year of the project (1989-90) was to be devoted to developing the framework of a model graduate curriculum in political psychology by:

- assessing academic courses and programs in political psychology through a survey of political psychologists;
- drawing on the expertise of a panel of senior consultants on the basis of their own experience;

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- meeting with the senior consultants at the conclusion of the survey to integrate their collective wisdom with the results of the survey -- in order to refine a model curriculum;

- developing a relationship with the relevant departments in George Washington University -- to help establish a sense of "ownership" and to better understand the university context for implementing the model program;

- initiating contact with relevant consumers (government agencies, international corporations, etc.) to assess needs;

- completing the program design.

The second year (1990-1991) was to be devoted to developing core courses and to establishing venues for student internships. During the third year, the core courses were to be offered to students for the first time (autumn semester) and during the spring semester of 1992, student internships were to be conducted along with an integrating seminar, followed by a final evaluation of this pilot project.

At the time of the establishment of the senior consultant panel, after reviewing the project grant proposal, the consultants prepared written recommendations concerning: areas of "substantive knowledge" and "skills or competencies" an ideal political psychologist would possess at the end of his/her educational experience; and considerations of the shape of a political psychology curriculum. These were compiled in a summary report. On the basis of this input and the political psychology syllabus survey developed by David Sears of UCLA, a survey instrument -- the "Model Graduate Political Psychology Curriculum Survey" -- was developed. This instrument was sent to: the membership of the International Society of Political Psychology (ISPP); chairs of political science and psychology at more than 100 U.S. universities; and appropriate interest groups within the American Political Science Association and the American Psychological Association. A second mailing was also sent to ISPP members who did not respond to the first mailing. Statistical analyses of 180 responses were conducted; a second set of statistical analyses distinguished the responses of: 1) self-identified political psychologists (the ISPP membership), 2) self-identified political scientists, and 3) self-identified psychologists.

Before arriving for the meeting, the senior consultants had received a tentative meeting agenda, and had reviewed two documents: 1) the report summarizing their previous written recommendations, 2) the statistical analyses from the Model Graduate Political Psychology Curriculum Survey (referred to above).

Goals for the April 10, 1990 Consultants' Conference

Dr. Jerrold Post, the project's director, convened this panel of nationwide authorities in the field of political psychology on April 10, 1990 at The George Washington University.

The goals of this conference with our senior consultant were:

1) To clarify recommendations regarding overall parameters for the program: Should this be a field, subfield, or program? Should we be preparing students to specialize in one political psychology, or several political psychologies? Is there a core knowledge and are there basic competencies (or skills), which we can expect all students to have mastered by the end of the political psychology program (which should be reflected in a "core curriculum" for the program)?

2) To reach consultant consensus regarding what should comprise this core curriculum, after having reviewed the results of the Project's curriculum surveys: What is "essential" for this core curriculum (and what is optional or desirable), with respect to both knowledge and skills / competencies? What should be the focus and content of the various courses in the core curriculum and how should they be sequenced? What pre-requisites are important and what options are there for achieving these prerequisites? What other recommendations are there for other aspects of the curriculum design -- teaching methodologies, internships, etc.?

3) To suggest strategies for successful introduction and implementation of new interdisciplinary political psychology curriculum at universities, given the "ideal" versus the "realistic" and given the unique context of each university.

4) To engender further interest among key George Washington University faculty and administrators in the field of political psychology, and investment in the plan to develop a model curriculum at The George Washington University.

Meeting Agenda

The agenda for the day corresponded closely to the goals laid out above. The morning agenda was to begin with introductory remarks by Dr. Jerrold Post, followed by consideration of Goals #1 and #2. Luncheon presentations and informal discussion were to address Goal #4; representatives from FIPSE and from The George Washington University faculty and administration were invited to attend this luncheon. The afternoon sessions were to further complete Goal #2 and then conclude with consideration of Goal #3.

In Attendance At The Conference

The following senior consultants attended the April 10 conference: Margaret Hermann *(Social Psychology - Ohio State University)*, Richard Braungart *(Sociology - Syracuse University)*, Alexander George *(Political Science, International Relations - Stanford University)*, Stanley Renshon *(Political Science - City University of New York)*, Paul Schaffner *(Social Psychology - Bowdoin College)*. In attendance from The George Washington University project management team were: Jerrold Post (Project Manager) *(Psychiatry, International Affairs - The George Washington University)*; Stella Gomes (Educational Consultant); Alden Lancaster (Educational Consultant); and Beth Loughney (Project Assistant). Unable to attend due to schedule conflicts were: Ole Holsti *(Political Science - Duke University)*; Peter Loewenberg *(History - University of California - Los Angeles)*; and David Sears *(Psychology, Political Science - University of California - Los Angeles)*; their input will be developed independently.

Proceedings From The Morning Session

Dr. Jerrold Post opened the conference, after the group had settled down with coffee and doughnuts, by walking participants through the day's agenda. He gave a brief background about the grant, and what was seen as most important to FIPSE.

It was observed that there were several political psychology programs which were in the process of being developed, such as those at UCLA and CUNY, but these were specifically geared to those schools; the uniqueness of the George Washington program was that it would be more systematically conceptualized, as a program model -- a program which would be exportable. It was to be understood that the nature of the faculty resources at GWU might not lend themselves immediately to the full implementation of the program. Nevertheless, the first goal was to identify the model program as an ideal to be striven for, which could serve as a model for universities desiring to establish a political psychology program.

Another feature of particular interest to FIPSE was the setting of the program in Washington, D.C. and linkages which could be made with the role of political psychologists in government, international business, and national politics. Post explained that the task was to create a graduate "sub-concentration", linked to a graduate degree from any one of several departments, not to create a new Ph.D. program in Political Pyschology.

Stanley Renshon began the discussion with clarification of the needs and goals for this project: "What is the "outcome" for this curriculum ... what kind of person? Who will be the "beneficiaries" of the program?" Potential arenas in which education in political psychology could be especially useful were identified by Post:

- Academia: in both university research and teaching (in several relevant disciplines including Psychology, Political Science, Sociology, Government, Business, International Affairs, Public Policy, and others), as well as in government teaching (such as in the National Defense University);
- The Federal Government: in both the "analytic" side of government (for example, as foreign policy analysts at the Department of State, the Department of Defense, and the Political Psychology Unit at the Central Intelligence Unit), as well as in the "practicing" side of government (for example, as senior staff of the Arms Control and Disarmament Agency, diplomates participating in negotiations, and senior officials participating in summit meetings);
- International Business.

Renshon thought the internships were a "really terrific idea" but, again, tried to define the project's underlying needs and goals: "Do they [these agencies and settings] know that they need it [political psychology]?" This was seen as a Catch-22. Post observed: "They wouldn't put the name political psychology on this, but they need it. Some of the indirect goals will be to help government agencies identify that they have this need, give a label to this area of special knowledge and competence, and help to develop a market for the educated political psychologist. Students have also expressed a need; the two most popular majors at George Washington are psychology and political psychology and there are many requests for a major which would combine the two."

"Another one of our and FIPSE's indirect goals", added Jerry Post, "is for this panel of the nation's most prominent political psychologists to, by consensus, put its 'imprimatur' on a model political psychology program through helping design the curriculum. This in turn can provide an incentive both at The George Washington University and at other universities to develop such a program."

Dick Braungart observed that, in addition to the more explicit goal of developing the program design for The George Washington University and for replication in other universities, there was another indirect need and goal he saw for the project: helping the nation's identified political psychologists, as represented by the membership of the International Society of Political Psychology (ISPP), in their ongoing debates about "what constitutes the field" and the standards for the field. This observation continued to emerge through many other discussions during the morning session. Peg Hermann noted that political psychologists do not know, or agree on, what is "core knowledge" or what are "core competencies" for political psychology, and political psychologists do not mean the same thing by terms used. There is a need to "cross-fertilize" and to develop a common understanding and a common language."

Hermann suggested that a goal might be that every college and university offer at least one course in political psychology. The idea of a one year intensive post-doctoral program was discussed as something very needed for the field. Also discussed was the concept of a summer institute which is being initiated by Ohio State University, under the leadership of Peg Hermann.

Alexander George then posed another key question: "Is this an introductory course and that's all? A concentration? Specialized courses a government staffmember could come in and take? What is the boundary of the curriculum?" Post restated the parameters of the grant received from FIPSE: the survey of the field and design of an "ideal curriculum" for a graduate sub-concentration, the development of appropriate core course(s), the development of internships and a seminar integrating the experience, and on-going evaluation of this pilot curriculum project.

The next part of the discussion focused on various ways of conceptualizing and organizing the knowledge and competencies which are the "core" of political psychology, in order to design a core curriculum. It was pointed out that this was the very challenge the political psychology community has always had and continues to struggle over. This challenge is caused in part by the inherent breadth of an interdisciplinary field, and the relative infancy of this particular "discipline". Due to the inherent breadth, there is a creative tension in political psychology curriculum development which can be summarized as:

Expose students to the breadth, with some degree of "minimal literacy" ⟵ versus ⟶ Limit the scope of the curriculum and encourage more in-depth understanding

George suggested the group might need to develop "several alternative ideal programs".

The meeting was then turned to consideration of our Model Graduate Political Psychology Curriculum Survey. Stella Gomes and Jerrold Post walked the group through the updated statistical summary of data from 180 surveys returned as of April 9, 1990. Post reminded the group of the distinction which had been made on the survey instrument (thanks to early input from FIPSE) between:

Knowledge Elements

and

Competency or Skill Elements

Post emphasized that the survey results indicated "elements of knowledge" or "elements of skill", not names of courses or content of courses. The elements might be combined into courses.

A table indicating the "areas of knowledge" ranked by respondants as either "essential" or "very valuable" was distributed. These are shown below, with the total percentage of respondants who ranked the item in either of these two categories.

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Political Socialization (94%)
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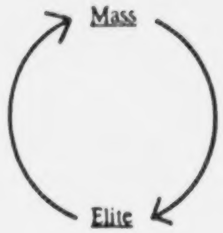
It was suggested that within the field there are several ways in which the "knowledge and skill elements" important to the field might be logically configured into core courses. There was a proposal by Jerrold Post that the group try to separate the "elements" into two categories -- what is "essential" and what is "preferred" -- as the core elements to be included in a core curriculum; the next step might then be to group the "essential elements" in a sensible way into several core courses. An effort to do this began, but then came quickly to a close after Alex George said that he did not think the survey was a valuable way to go about this creation of core courses.

Instead, he recommended, and the group agreed, that political psychology needs to first establish an "organizing framework" and its own "questions". Various ways of conceptualizing and organizing political psychology were then posed, one after another, by the members of the consultant panel. These are highlighted on the following pages.

Peg Hermann described a distinction between "mass" and "elite" considerations.



Questions in the "mass" theme include:

How are political views developed and maintained?
How do these influence behavior?

Areas of study would include: political socialization, voting behavior / political participation, and mass movements.

Questions in the "elite" theme include:

How are public policy decisions made?
Who has the right to govern?

Areas of study would include: decision-making, and leadership.

Hermann noted that this distinction is not always as neat as it seems; for example, mass movements are begun or led by "elite leaders". Indeed, both Braungart and Hermann pointed out the reciprocal (or "circular") effects of the mass on the elite, and vice versa. Hermann added that "political psychology is perfect [the perfect field] for the analysis of the effects of these two -- mass and elite -- on each other."

Origins -- Roots -- Causes
↓
Structure
↓
Consequences -- Effects -- Impacts

Dick Braungart suggested that the organization be based on a chronological format: 1) origins or roots or causes, 2) the structure, 3) the consequences or impacts or effects. He gave an example: the roots or causes of leadership, the structure of leadership, the impacts of leaders.

Another way of organizing the march of a program was suggested by Paul Schaffner: 1) History (of the field), 2) Theory and Methods (of the field), 3) Applications (of the field).

History
↓
Theory -- Methods
↓
Applications

Key questions for political psychologists would be: What is your body of knowledge and how do you design research? Alex George again helped frame this issue of theory and research. "I don't regard political psychology as a discipline, but as an 'umbrella' for doing research (using theories from the relevant disciplines) from an interdisciplinary approach." Stan Renshon agreed: "political psychology is a framework, not a theory", but he and Alex George agreed that political psychology can contribute to theory development.

A distinction regarding research methods was reiterated -- that of the:

Qualitative

versus the

Quantitative

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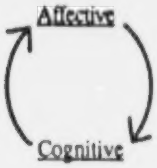
It was suggested by Alex George that methods might be learned through study of selected "cases" in which various research methodologies -- both quantitative and qualitative -- were used; this might include identification and critique of the methods, and perhaps a project in which one of the methods is tried.

The group continued to bring out other dimensions and dichotomies of this seemingly complex "matrix" of political psychology -- dimensions which must be included in a model core curriculum.



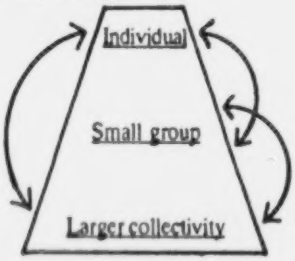
An issue agreed as very "state of art" in the field is the simultaneous importance (and the mutual effects on one another and on behavior) of the affective and the cognitive domains.

Another distinction named was that of the "momentary" (a single event in time) versus the "evolving" (progression over time). For example, in the study of a leader's decision-making process, the immediate thought-opinion-action by a leader in a single moment versus the thinking and behavior of that leader over the course of her or his tenure.

Momentary
Evolving

During the ensuing discussion, several of the consultants identified another key organizing principle for political psychology --- that of the individual versus the group. Both were seen as important, and two "levels" were distinguished within "group" -- smaller (e.g. decision-making) group, and larger group (e.g. organization or society or collectivity). Thus, a "level of analysis" distinction was raised, with consensus that the competent political psychologist must be able to analyze phenomena, and be familiar with concepts, at the level of the individual, the small group, and the organization and large collectivity, and s/he must also be able to identify which level is contributing the major source of variance under which circumstances.

Peg Hermann posed a question: "How does the group and the individual affect decision-making?" She suggested that these two "subsystems" -- group and individual -- interact in a subtle but critical way...that "this group thing is so pivotal and important."



All three levels are interacting with and affecting the other.

The group observed that it is at the nexes of these three levels -- at the nexus between the individual and the small group, at the nexus between the individual and the organization / larger collectivity, at the nexus between the small group and the organization / larger collectivity -- that "slippage" occurs. Jerrold Post noted that this is especially true during political crisis situations. Further questions were posed to illuminate this interplay between the levels: "How do groups with different power and with different personalities interact in decisions? Whose positions count? How do they resolve disagreements? How does public opinion (including the media) affect leadership and how does this lead to change?" As Peg Hermann put it, "these are questions where psychology and political science come together -- where political psychology is needed. Political psychology is a field of great importance when questions such as these cannot be answered as well by just one of the relevant disciplines." The senior consultants observed that the current state of theory and research is wholly inadequate in helping to integrate these levels. Jerry Post observed that there is little useful research, and poor theory at best, which bears upon how groups make decisions when power is differentially distributed and different personalities are differentially distributed.

Indeed, said Alex George,"political psychology deals with questions or problems from an interdisciplinary perspective, and questions or problems should be the organizing principle for a curriculum based on inquiry". Dick Braungart picked up on George's concept of first posing problems -- that problems can then generate research and generate theory (and this is important for the Ph.D., an "information-generating degree". Peg Hermann also agreed with this "problem-oriented" approach -- the posing of key questions -- because posing such key questions, if nothing else, would convince students that an interdisciplinary approach is needed.

Paul Schaffner suggested two key "questions"; others in the group added their ideas, until, in a remarkable consensus, three "questions" had been identified as key to the study of political psychology:

1) "What are the origins of political consciousness (includes political socialization)?"

2) "What motivates political behavior?" (including both "mass" and "elite" considerations)

3) "What are the relationships between individuals, small groups, and larger collectivities -- and their affect on political behavior and decision-making?

Having come to this point of animated agreement, the group decided it was now ready to break for lunch. It was expressed strongly by all the consultants that some excellent and needed work in clarifying the field of political psychology had just been done -- work which would be very valuable for the field.

Luncheon Presentations

Joining the group for lunch in the Faculty Dining Room were members of the The George Washington University faculty and administration: Roderick French (Vice President for Academic Affairs), Paul Poppen (Chair of the Department of Psychology), Michael Harmon (Associate Dean of the School of Government and Business Administration), and Edward Berkowitz (Associate Professor of History). Present from the Fund for the Improvement of Postsecondary Education (FIPSE) were Connie Cook and Carole Brown.

Our first luncheon presentation was by Connie Cook, Deputy Director of FIPSE. Cook gave a brief overview of FIPSE and FIPSE's interest in supporting innovations in higher education. She said that the emerging field of political psychology was a very important one and needed to be taught in a carefully-conceived and systemmatic program -- something currently lacking in the currently existing programs FIPSE has observed. Political psychology is closely linked to the shape of our world, and certainly to the world of Washington, D.C. where this program will be located. FIPSE was particularly interested in George Washington University's grant proposal, for several reasons. One reason was that widespread input would be sought in designing the curriculum -- input which reflected the best wisdom in the field, as elicited from both a national survey instrument and from a consultant panel of the most respected political psychologists in higher education. Another reason was that FIPSE is especially interested in curriculum which can be replicated, and this is seen as key to George Washington grant -- to develop a program which is well thought out and is exportable to other institutions. A third reason FIPSE was excited about George Washington's proposal was the planned internships and other potential involvement within the Washington, D.C. political and government community. Connie Cook concluded her presentation with the reminder that implementing a new interdisciplinary curriculum is not simple, and that for this task, "the skills of political psychologists would certainly be useful!"

Next to speak was Roderick French, Vice President for Academic Affairs at The George Washington University. He spoke of how he has been a long-time advocate of interdisciplinary education; he had come to George Washington to be the Director of Experimental Programs, and as Vice President of Academic Affairs will do all he can to support and ensure the success of this new interdisciplinary effort. He shared that the new George Washington University President, Stephen Joel Trachtenberg, is committed to George Washington's playing a national leadership role in education, and that this FIPSE grant is seen as consistent with that vision. He thanked the consultants for taking time from their busy schedules to come to our university to help shape this program with us.

Jerrold Post made several comments and reviewed briefly the work which was done during the morning session:

- how our national survey had revealed the breadth of the field -- that indeed, there are really several political psychologies;
- the three questions the group had determined as central to the study of the field;

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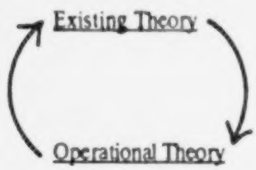
- several of the distinctions, or frameworks, which had been identified for helping organize a set of core courses: the distinction of knowledge and competencies, the distinction of attitudes and behavior concerning the mass and the elite, and the distinction of quantitative and qualitative methodologies.

He closed with the observation that the George Washington grant project team is realistic enough to know that there are enormous complexities and challenges involved in introducting new interdisciplinary curricula in any university, and in implementing an "ideal model". The model which is created through the grant will indeed be striven for, yet is likely to not be immediately achieved.

A lively discussion followed, in which the luncheon guests added further food for thought, raised questions, tossed out ideas to consider.

A particularly interesting comment was raised by Michael Harmon:



"Will the program study the important differences between "existing theory" and "operational theory", which impact on one another but are clearly distinct?" He gave an example: the "stated theory" articulated by a public figure, versus his or her "operational theory" which would be evident based on his or her actions?

Harmon wondered if the study of this interplay of "existing theory versus operational theory" might be incorporated somehow into the curriculum. He suggested that studying this discrepancy may also be helpful for those who are currently in public decision-making roles -- engaging these practitioners in a "self-reflective" process.

The luncheon ended with an high level of energy in the room, and a marked interest in making this new effort a success at George Washington.

Proceedings From The Afternoon Session

With the leadership of Educational Consultant Alden Lancaster, the group proceeded to give form to the morning's deliberations, and to design an integrated educational program incorporating the key elements earlier reviewed.

On newsprint, the goals of the FIPSE grant, and steps for meeting these goals, were outlined:

Our first goal is to: DEVELOP A MODEL (EXPORTABLE, REPLICABLE) PROGRAM

First, some parameters are needed. 1 -- Define our scope and outcome
This was defined in our grant as a: (Subconcentration for graduate students)

(It is possible that in later years we may expand to post-doctoral or sabbatical year programs, but for now, a subconcentration for graduate students is our scope.)

Now, the next step for us is to: 2 -- Develop a model or models

To think about how this model or models might be replicable to other institutions -- be adapted and tailored to each unique institutional context -- our subsequent step might be to:

3 -- Identify key questions which every university might ask (in order to diagnose their unique environment)

Finally, our goal will be to: TAILOR OUR MODEL TO THE GEORGE WASHINGTON UNIVERSITY CONTEXT, and IMPLEMENT THE PROGRAM

The group reviewed its progress in creating the curriculum model during the morning session. First, the various elements which might be included in a curriculum were reviewed and we identified key conceptual frameworks including key questions in the field of political psychology; we briefly discussed how these might be studied, and the shape of a

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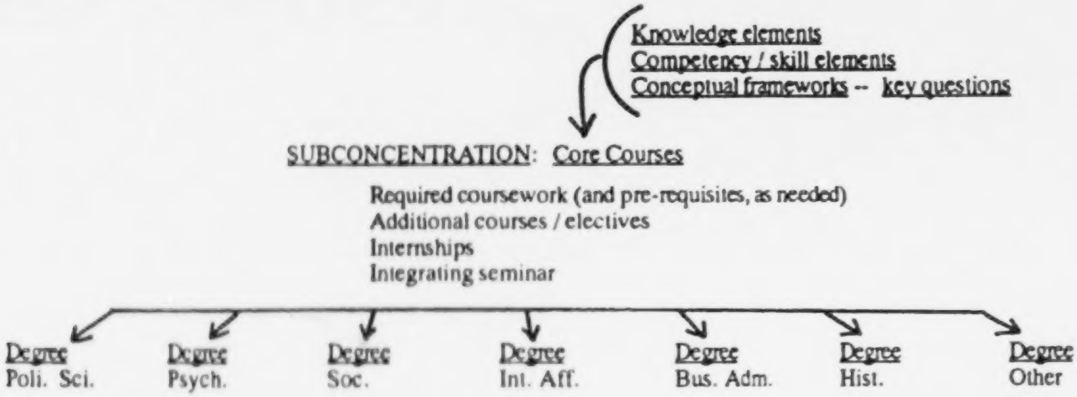
program. The task before the group was now to design the actual "program model or models", which would include, according to our grant, a core course or courses. This core would include: some form of core coursework; internships; an integrating seminar (or other way of reflecting on learnings from the internship and courses); if necessary, pre-requisites for the program; and perhaps any additional elective courses to comprise several "core tracks". Together, this would be the "subconcentration program" for a graduate degree in any of several disciplines (e.g. political science, psychology, sociology, international affairs, business administration, history, or others). This process was illustrated as below:


Knowledge elements
Competency / skill elements
Conceptual frameworks -- key questions
SUBCONCENTRATION: Core Courses
Required coursework (and pre-requisites, as needed)
Additional courses / electives
Internships
Integrating seminar
Degree Poli. Sci.
Degree Psych.
Degree Soc.
Degree Int. Aff.
Degree Bus. Adm.
Degree Hist.
Degree Other

Following this review of our goals and the morning's accomplishments, the various "conceptual frameworks", or "optional curriculum pathways" (identified by the group during the morning session) were then summarized by Alden Lancaster using diagrams. (These diagrams are drawn into the text in the sections "Proceedings of the Morning Session" and "Luncheon Presentations" earlier in this report.) The group then focused on several options for synthesizing the questions and frameworks, with the notion of "key questions", and the dichotomy of "mass" and "elite", having emerged as most central.

Mass	Elite
-- Question	-- Question
-- Question	-- Question

One way which was suggested would be to frame the course content by the "MASS" and the "ELITE", each with key "questions" to be explored within them.

Another way would be to identify key "QUESTIONS" to frame the course content and, within each question, to consider both the "Mass" and the "Elite".

Question
-- Mass
-- Elite

Question
-- Mass
-- Elite

Question
-- Mass
-- Elite

The group then discussed ways of offering and sequencing core courses. Options were suggested such as: a two-semester course, a summer institute which would be the "core course", and a series of modules to be selected by students. Finally, the group decided on the following model.

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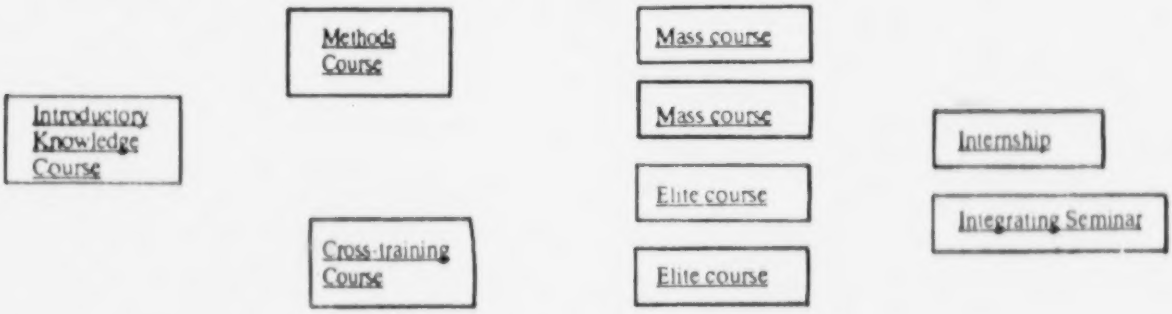
Our model would start with a required course which would provide an overview of the field: "An Introduction to Political Behavior" (The Pyschology of Political Behavior). This required introductory "substantive knowledge" course: 1) would address the key "questions", 2) would expose students to both the "mass" and "elite" approaches, and 3) would include the most important "elements" from the survey. Along with this would be a second required course, concerned with political psychology skills and competencies: "Methods in Political Psychology"; this course would include both quantitative and qualitative methods, and would be closely integrated with the substantive knowledge course. It was generally agreed that the "case study" teaching approach proposed by Alex George had considerable merit. [George had proposed using classic papers in political psychology, each of which addressed a key question and used a different method; the students would address the strengths and weaknesses of each of the methods, and would be exposed in the process to exemplars of research in political psychology.]

At least four courses would then be available to students as part of this "subconcentration". Two of the courses would be concerned with questions focused on the "Mass" (political socialization, voting behavior, political participation, and mass movements) and two of the courses would be concerned with questions focused on the "Elite" level (leadership, and decision-making). Within these courses, students would pursue projects which would utilize the methods of political psychology. Thus, in a "mass" course on Political Socialization, a survey might be developed and conducted; in an "elite" course on Leadership, a political personality profile might be created or a content analysis project completed. Each student must take at least one course which is "Mass" and at least one course which is "Elite". [Some of these courses might be already existent in the school's curriculum, some might be partially existent and in need of some modification, and some might need to be newly developed.]

Each student would also:

- Take a third course for "cross-training" (selected from courses identified as relevent within the institution's current offerings), -- for example, if the student were a psychology student, the course might be in "the political process" (political science) or "social conflict" (sociology); if the student were a political science student, the course might be in "organizational behavior" (business administration) or "the psychology of motivation and personality" (psychology). [This "cross-training" requirement would also help take care of any need for pre-requisites.]
- Participate in an internship in the field of political psychology.
- Participate in an "integrating seminar" to reflect on the internship experiences and to integrate the political psychology learnings of the past two to three years.

Each of the courses referred to above would be one semester long (or the equivalent of 40 to 45 hours), and would be taught every year. There would be several ways in which the courses might be sequenced over a two to three year period, as is indicated below. The only required "sequencing" would be that the Introductory Knowledge Course be first, and the Integrating Seminar be last. It was recommended that the Methods Course be taken near the beginning of the sequence and the "substantive knowledge" course be taken prior to the Methods Course, the "cross-training course" also be taken early in the sequence, and the Internship occur near the end of the sequence.



Next the consultants enumerated desirable program features, for use in this model.

Highly recommended by all consultants:

Recommended by several consultants:

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1) Team teaching of all courses, and especially the Introductory Knowledge and Methods Courses

2) Student-initiated projects

3) Students teaching each other (each will come from different disciplines and will have insights and knowledge to offer one another)

4) At least one reading within the Overview Course which bridges the differences of the disciplines (shows "the unity of science").

5) Use of a "case study" method for teaching the various research methods (the cases would span a range of substantive content areas)

6) Study of one skill or methodology in depth (either quantitative or qualitative) through selection from several methodology "modules".

1) Study of an identified set of "great books" (or articles) in political psychology

2) A "mini-practicum" within the Overview Course

3) If pre-requisites will be necessary, "testing this requisite knowledge" rather than requiring completion of pre-requisite courses per se

The group then moved to consider generic issues in institutionalizing a new interdisciplinary program in a university. A series of diagnostic questions was developed. The answers to these "diagnostic questions" would help guide the adaptation and tailoring of the curriculum model to fit the unique context -- setting and situation -- of a given university. The diagnostic questions developed by the group are listed below.

What is unique -- can't be replicated -- about this:
  -- institution
  -- city / town / area in which the institution exists?
In its promotion, how can the curriculum effort be linked to national-level concerns? state concerns? local concerns? (particularize to the local setting, and to the current events shaping the nation and the local areas)
In what direction is the university heading that this new curriculum can be tied into (in its promotion within the university and its ongoing development)?
How interdisciplinary is the environment? Is there a strong tradition of interdisciplinary programs?
Is there a leader (senior university official) to promote and back up the effort?
Is there a tenured senior faculty member with strong university backing and a broad mandate to lead the program?
How can the program be conveyed as inexpensive (e.g. to department chairs)?
Is there a "critical mass" of senior faculty who are supportive?
Is there a "critical mass" of students who want this minor / subconcentration?
Who might be the other university "user groups" for this curriculum (e.g. visiting students, local professionals)?
Who are the key actors -- key resources -- here (in political psychology)?
Is there a core senior faculty with interest and experience in political psychology who can develop and teach the courses?
What is the value structure of this university, e.g. what is considered important for tenure?
What are the university 's mechanisms already in place for developing new curricula?
How can degree requirements be synchronized with the program? What are these requirements? Are they sufficiently flexible?
What disciplines allow for a minor (or subconcentration)?
Can the Overview Course be credited to the degree -- to a minor / subconcentration -- and in which departments?

Jerrold Post summarized the George Washington University environment in light of these questions, and it was agreed that the environment fell short of the ideal environment suggested by the diagnostic questions, and that there are many challenges ahead. The history of interdisciplinary curriculum is present at George Washington, though not strong. Moreover, there are, at the present, shortfalls in terms of the requisite leadership as specified, and the ideal critical mass of senior faculty. The consultants offered a few insights and stories from their own experience, and agreed that the ideal

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curriculum is not always possible, but can be striven for nonetheless within any university's constraints, and drawing on its unique resources.

The conference was concluded on a surprisingly energetic and upbeat note, given the long hours spent that day. There were enthusiastic congratulations from all the consultants for the very informative and very productive day. All agreed that the work done that day needed to be written up for wider distribution -- that the work of that day was sure to be a major contribution to the field.

Prepared by:
Alden Lancaster, Educational Consultant
The George Washington University
April, 1990

OVERVIEW OF GEORGE WASHINGTON UNIVERSITY REQUIRED COURSE SEQUENCE AND ELECTIVES

Fall semester of Year One: REQUIRED: Fundamentals of Political Psychology

Provides an overview of the interdisciplinary field of political psychology: the history and development of the field, and its core content and research methods. Then, from an international perspective, focuses on: "elite" content areas (leadership and followership, political decision-making, political personality types); and one "qualitative" research method (psychobiography / political personality profile). A special topic in political psychology (political terrorism) is introduced. Group dynamics and psychological contributions to international conflict.

Open to any graduate student, with priority to those who have already chosen political psychology as a subconcentration. Open to upper level undergraduates with permission of the instructor.

Piloted during Spring of 1991. Revised after evaluation to incorporate elelments on psychological contributions to international conflict. Revised version offered in the Fall of 1991 and the Fall of 1992. Further revisions for Fall of 1993.

Spring semester of Year One: REQUIRED: Political Socialization and Public Opinion

Focus on: "mass" content areas (the sources and dynamics of political socialization and public opinion, political attitudes, voter behavior). A "quantitative" research method (survey research) is introduced.

Open to any graduate student, with priority to those who have already chosen political psychology as a subconcentration. Open to upper level undergraduates with permission of the instructor. For students choosing political psychology as a field, Fundamentals of Political Psychology is prerequisite.

Revision of a political science course (PSc 220), to add international element and psychological emphasis throughout. Revision offered in the Spring of 1992 and the

Spring of 1993.

Fall semester of Year Two: REQUIRED: Political Psychology Research Methods

Focus on the principal research methods of political psychology, using classic articles in the field. The goal for this course is that students become skilled in intelligently reading and analyzing political psychology research studies, rather than become skilled researchers. Both quantitative methods (such as surveys and content analysis), and qualitative methods (such as comparative case studies, personality profiling, interviewing), are covered.

Open only to students who have chosen political psychology as a subconcentration, and completed the two required courses above.

New course. Piloted in Fall of 1991 and first offered in Fall of 1992.

Spring semester of Year Two:

POLITICAL PSYCHOLOGY ELECTIVES:

Applied Political Psychology: Practicum and Seminar

Internships in Washington, D.C. in applied political psychology. Internships are identified which meet students' specific interests and needs. May be with government agencies, Congress, for-profit or non-profit organizations. Includes written exercises and a biweekly meeting for reflection and dialogue about what is being learned.

Optional. Open only to those who have already chosen political psychology as a field, and have already completed the three required courses.

Political Psychology Independent Study

Supervised scholarly research on a topic of s student's choosing.

Optional. Open only to those who have already chosen political psychology as a field, and have already completed *the three required courses.*

Political Violence and Terrorism

Surveys the origins and the sociopolitical and behavioral dynamics of political violence and terrorism. Includes: major types of terrorism and their differentiation, the psychology of hostages, and implications for anti-terrorism policy.

Optional. Open to graduate students. For those who have chosen political psychology as a field, is recommended that the Fundamentals of Political Psychology be taken prior to this elective. A new field in Political Violence and Terrorism is currently being developed under the auspices of the Political Psychology program.

International Diplomatic Behavior

Surveys different theories and practices of diplomacy. Focuses on challenegs in international environment, with empashis on cross-cultural issues. Case studieds of successful and failed iunternatinal negotiations.

Optional. Open to any graduate student. For those who have chosen Political Psychology as a field, is recommended that Fundamentals of Political Psychology be taken prior to this elective.

ELECTIVES FROM OTHER DEPARTMENTS:

Electives in various departments may be taken in support of the Political Psychology field, with permission of the program director. Examples include: Media and Politics, Terrorism and the Media, Theoretical Foundation of Political Sociology, Social Movements, Conflict Management, Individual and Group Dynamics in Organizations, Theories of Social Changes, and Ethnic Violence.

Optional. Open to any student. For those who have chosen political psychology as a subconcentration, it is recommended that Fundamentals of Political Psychology and Political SOcialization be taken prior to the electives.

Research (arr.) Staff
By special arrangement with individual staff members. Approximately four hours per week in the laboratory for each hour of credit. May be repeated for credit.

298 **Comprehensive Physiology** (5) Staff
Guided review of selected areas of physiology appropriate to the student's graduate program. Prerequisite or concurrent registration: Phyl 221. (Fall)

299–300 **Thesis Research** (3–3) Staff

396 **Advanced Reading and Research** (2) Staff
Limited to students preparing for the Doctor of Philosophy general examination. Tutorial literature survey of a subfield of physiology and of pertinent areas of the candidate's supporting field. This course satisfies the requirement for Part II of the Cumulative General examination in Physiology.

397 **Development of Dissertation Problem** (2) Staff
Limited to students preparing for the Doctor of Philosophy general examination. Preparation for written and oral presentation of dissertation problems. This course satisfies the requirement for Part III of the Cumulative General Examination in Physiology.

399 **Dissertation Research** (arr.) Staff
Limited to Doctor of Philosophy candidates. May be repeated for credit.

POLITICAL COMMUNICATION

See Communication Studies.

POLITICAL MANAGEMENT

See Communication Studies.

POLITICAL PSYCHOLOGY

Committee on Political Psychology
J.M. Post (*Director*), E. Berkowitz, R. Caplan, M. Harmon, J.B. Manheim, P. Poppen, E. Shaw, L. Sigelman, S. Wiley

The Elliott School of International Affairs offers a special field in political psychology. The course sequence is also available to students in Columbian College and Graduate School of Arts and Sciences and the School of Business and Public Management.

201 **Fundamentals of Political Psychology** (3) Post
A review of the interdisciplinary field of political psychology; examination of psychological influences on political behavior at the level of the individual and small group; the psychology of leader–follower relationships; crisis decision making. (Fall)

202 **Political Psychology Research Methods** (3) Shaw
Major research methods of political psychology, using classic articles in the field. Both quantitative methods, such as survey research and content analysis, and qualitative methods, such as personality profiling and comparative case studies, are considered. Prerequisite: PPsy 201. (Fall)

203 **Public Opinion and Political Socialization** (3) Wiley
Same as PSc 220.

205 **Political Violence and Terrorism** (3) Post
The origins and the sociopolitical and behavioral dynamics of political violence and terrorism. Major types of terrorism are differentiated. Implications for antiterrorist policy. The psychology of hostages. (Spring, alternate years)

291 **Applied Political Psychology** (3) Post
Seminar and practicum in applications of political psychology. Prerequisite: PPsy 201. (As arranged)

295 **Independent Study and Research** (1 to 3) Post
Supervised research in a special topic in political psychology. Preparation of major research paper. Prerequisite: PPsy 201, 202. (As arranged)

Other courses that pertain to political psychology:

Mgt 210	***Individual and Group Dynamics in Organizations***
Mgt 212	***Behavioral Factors in the Process of Change***
Mgt 215	***Conflict Management***
Mgt 216	***Cross-Cultural Management***
PSc 228	***Media and Politics***
Psyc 209	***Psychology of Motivation***
Psyc 219	***Group Dynamics***
Psyc 247	***The Psychology of Leadership in Organizations***
Psyc 253	***Attitudes and Social Cognition***
Psyc 254	***Social Influence***
Psyc 291	***Theories of Organizational Behavior***
PAd 223	***Management Factors in Complex Organizations***
PAd 224	***Managerial Leadership in Complex Organizations***
Soc 210	***Theoretical Foundations of Political Sociology***
Soc 225	***Theories of Social Change***
Soc 245	***Race Relations***

POLITICAL SCIENCE

University Professor J.N. Rosenau
Professors B.M. Sapin, J.A. Morgan, Jr., B. Reich, Y.C. Kim, J.M. Logsdon, W.H. Lewis, C.A. Linden, H.R. Nau, M.A. East, J.B. Manheim, C. McClintock, P. Reddaway, J. Post (*Research*), J.R. Henig, C.C. Joyner, L. Sigelman (*Chair*), M.J. Sodaro, S.L. Wolchik, J.R. Wright
Associate Professors C.F. Elliott, R.W. Rycroft, C.J. Deering, H.B. Feigenbaum, J.H. Lebovic, R.P. Stoker, N.J. Brown
Assistant Professors S.L. Wiley, J. Mitchell, S.K. Sell, M. Finnemore, F. Maltzman

Master of Arts in the field of political science—Prerequisite: a bachelor's degree with a major in political science from an accredited college or university, or an equivalent degree, and high undergraduate scholastic standing.

Required: The general requirements stated under Columbian College and Graduate School of Arts and Sciences and either (1) a reading knowledge of a modern foreign language or a specified level of knowledge in statistics, or (2) two graduate-level courses in a cognate discipline. Students may elect one of the following programs: (1) 30 credit hours of graduate course work, including PSc 299–300, and the satisfactory completion of a Master's Comprehensive Examination in three subfields selected from those listed under the Ph.D. program; or (2) 33 credit hours of graduate course work without a thesis and the satisfactory completion of a Master's Comprehensive Examination in four subfields selected from those listed under the Ph.D. program.

All students must take one course chosen from PSc 201, 230, or 240 during the first semester of graduate study. The course selected must have the approval of the coordinator of graduate studies.

Doctor of Philosophy in the field of political science—Students of outstanding ability are admitted to the doctoral program upon recommendation of a departmental graduate committee and the concurrence of the Graduate School.

Required: The general requirements stated under Columbian College and Graduate School of Arts and Sciences. Each student must complete a General Examination, which covers a major and minor field of study.

PSc 201 and 202 are required of all students unless they demonstrate knowledge of the courses' subject matter by passing a waiver examination.

Each student must choose a major and minor field of study from five principal subject-matter divisions. Each subject-matter division has several subfields of study from which the student, in consultation with an advisor, constructs a program. A major field of study consists of three subfields; a minor field of study consists of two subfields.

The subject-matter divisions and their subfields are (1) theory (analysis of Western political thought, analysis of Marxist and Marxist–Leninist thought); (2) comparative and foreign politics (comparative political analysis, comparative communist systems, regional comparative politics, and domestic politics of a specified major political system); (3)

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FUNDAMENTALS OF POLITICAL PSYCHOLOGY

Political Psychology 201/Political Science 286/Sec. 80
Fall, 1993 Wednesday 4:10-6, Gelman 730

Instructor: Jerrold M. Post, M.D.
Professor of Psychiatry, Political Psychology, and International Affairs;
Director, Political Psychology Program

Office: 201 E Stuart
Phone: Office: 994-7386; Residence (301) 229-5536

This course will survey the field of political psychology, the interdiscipline concerned with the connection between political processes and psychological processes, i.e. the psychology of politics. Throughout the course, consideration will be given to influences on political behavior from the perspective of the individual, the group, the organization and the nation-state. A major emphasis will be on the psychology of political leadership and leader-follower relationships. The course will address the topic of political socialization and the development of political identity and will consider the psychological wellsprings of leadership from a psychobiographic perspective. There will be a systematic consideration of leadership personality typologies and styles, and of the mental maps of decision makers. Special consideration will also be given to the psychology of political terrorism and to crisis decision making from an interdisciplinary perspective.

This is the first course in a sequence of courses in political psychology which has been established as a field available to graduate students in the Elliott School of International Affairs, the Graduate School of Arts and Science, and the School of Business and Public Management. The curriculum for the field has been developed under the auspices of the Fund for Post-Secondary Education of the Department of Education.

COURSE REQUIREMENTS

The course will be conducted as a seminar, with active student participation expected. Accordingly, careful reading of the assigned material will be a basic requirement. Each student will also be expected to prepare a political personality profile of a current or historical leader, subject to be determined in consultation. A conceptual outline for a political personality study is contained in the readings. The paper will be due November 17. Professorial terror will be visited upon those whose papers are late. There will be a final examination covering the course material. The evaluation for the course will be based on class participation, the paper, and the final examination.

TEXTS

The following books are available at the university bookstore in the Marvin Center.

1. Greenstein, Fred PERSONALITY AND POLITICS Princeton Univ. Press (paperback) (G)
2. Burns, James MacGregor LEADERSHIP Harper and Row (paperback) (B)
3. Kellerman, Barbara POLITICAL LEADERSHIP: A Sourcebook Univ. of Pittsburgh Press (paperback) (KE)
4. Kressel, Neil POLITICAL PSYCHOLOGY: Classic and Contemporary Readings Paragon House (paperback) (KR) (on order)

In addition to the assigned books, an anthology of required readings(A)has been assembled, which is available at Penn Press. (The readings are also on reserve (R). Some items will be on reserve in my office (JP.) Other materials will be distributed (HO) throughout the course.

COURSE SCHEDULE AND READING ASSIGNMENTS

September 1 INTRODUCTION.

I AN INTRODUCTION TO POLITICAL PSYCHOLOGY AND ITS BASIC CONCEPTS

- o THE LEVEL OF ANALYSIS PROBLEM
- o THE LOCATION OF THE POLITICAL ACTOR IN THE POLITICAL SYSTEM
- o THE RELATIONSHIP BETWEEN ROLE AND PERSON
- o WHEN DOES PERSONALITY AFFECT POLITICAL BEHAVIOR?

Handouts: Two simplified versions of Brewster-Smith's classic map of personality and political behavior; summary of Hermann's Circumstances When Personality Most Apt to Affect Foreign Policy Decisionmaking. Read Sears "Political Psychology" Ch. 2 (KR)

September 8 PERSONALITY AND POLITICAL BEHAVIOR:
Basic Concepts
Stone and Schaffner-Chap. 2-"Politics and Psychology: A Two-Way Street;" (A/R)
Greenstein Chaps. 1 and 2 (G)
Hook-"The Eventful Man and the Event Making Man" Chap. 4 (KE)
Hermann "When Leader Personality Will Affect Foreign Policy: Some Propositions (A/R)
Brewster-Smith: A Map for the Analysis of Personality and Politics (HO
Barber-The Presidential Character Ch. 10 (KR)

September 15 BASIC CONCEPTS OF LEADERSHIP;

BURNS-Chap. 1-"The Power of Leadership" (B)
TUCKER-Chaps. 1 & 2 (A/R)
KELLERMAN-"Leadership as a Political Act" (A/R)
MAZLISH-Leader and Led-Chap. 28 (KE)

September 22 ORIGINS OF LEADERSHIP

- Identification and Models
- Adolescence and Political Socialization-The Role of the Mentor-The Young Adult Transition
- First Successes and Failures
- Homo Politicus

Lasswell-"The Development of Political Man" Chap. 7 (KE)
George-"Power as a Compensatory Value" Chap. 8 (KE)
Post-"Dreams of Glory and the Life Cycle" (A/R)
Greenstein -Chap. 3 (G)-Psychological Analysis of Single Political Actors
Wolfenstein-The Revolutionary Personality Chap. 9 (KE)

September 29 THE HISTORICAL/POLITICAL CONTEXT

- The Context of Personal Development in History-Parallel Time Lines

Mazlish--"History, Psychology and Leadership"(A/R)
Erikson-On the Nature of Psychohistorical Evidence (A/R)
Loewenberg- from Decoding The Past
  Theodor Herzl 101-133; (A/R)
  The Psychohistorical Origins of the Nazi Youth Cohort 240-280 (A/R)
Pye-Personal Identity and Political Ideology (A/R)
Waite-The Psychopathic God-selections Chaps. 2 The Intellectual World of Adolf Hitler (74-89; Chap. 3 The Child as Father to the Man (124-140;184-191;cHAP. 5 From Private Neurosis to Public Policy (359-383) (R, JP)
Post-A Political Psychology Profile of Saddam Hussein; Afterward (A/R)
Handout-Example of Parallel Time Lines

October 6 TRANSACTIONAL LEADERSHIP

BURNS-Chapters 11,12,13 (B)
KEARNS-Lyndon Johnson-"The Senate Leader", from Lyndon Johnson and the American Dream (A/R)

October 13 **TRANSFORMATIONAL LEADERSHIP and CHARISMATIC LEADER-FOLLOWER RELATIONSHIPS**

Burns-Chap. 7 (B) Reform Leadership
Burns-Chapter 8-(B)Revolutionary Leadership
Burns-Chapter 9-(B) Heroes and Ideologues
Tucker-Chap. 3 -Leadership Through Social Movements (A/R)
Weber-Types of Authority- Chap. 23 (KE)
Post-Narcissism and Charismatic Leader-Follower Relationships (A/R)
Volkan-Narcissistic Personality Organization and Reparative Leadership-(A/R)
Willner-Charismatic Leadership-(KE), Chap. 24
Ulman and Abse-The Group Psychology of Mass Madness: Jonestown (A/R)

October 20 **THE PSYCHOLOGY OF POLITICAL TERRORISM**

Post-Terrorist Psycho-Logic:Terrorist Behavior as a Product of Psychological Forces (A/R)
Crenshaw-The Logic of Terrorism: Terrorism as a Product of Strategic Choice (A/R)
Nechaev (1869)-"Catechism of the Revolutionist" (HO)

October 27 **LEADERSHIP AND AUTHORITY IN GROUPS**

Bion, W.-selections from Experiences in Groups(A/R)
Rioch-The Work of Wilfred Bion(A/R)
Turquet-Leadership, the Individual and the Group(A/R)

This will be a four hour experiential simulation on an international scenario, drawing on the Tavistock model, in which the participants will have the opportunity of experiencing leadership, authority, and followership in a group setting. It will be useful to have read the assigned readings before the workshop, because they provide the intellectual framework for the experience. **The workshop wil be held in Stuart**, 108 and internal conference room.

As this is a double class session, there will be no class on Thanksgiving eve.

November 3 POLITICAL TYPES: DICTATORS, TOTALITARIANS, AUTHORITARIANISM; MACHIAVELLIANISM AND PERSONALITY TYPES; THE NARCISSIST, THE PARANOID AND THE COMPULSIVE

Greenstein-Chap. 4 (G) Analysis of Types of Political Actors
Tucker-"The Dictator and Totalitarianism (A/R)
Hitler-from Mein Kampf-Chap. 41,(KE)
Arendt-"The Totalitarian Leader" Chap. 21 (KE)
Fromm-section on Stalin from "The Roots of Human Aggression" (HO)
Adorno et al-"The Authoritarian Syndrome," Chap. 12 (KE)
Post and Rogers: Personality Types and Political Beliefs (A/R)

November 10 COGNITIVE PSYCHOLOGY:
POLITICAL COGNITION, IDEOLOGY
AND POLITICAL MOTIVATION

Stone and Schaffner "Political Cognition and Rationality" Chap. 7 in The Psychology of Politics (R/JMP)
George-The "Operational Code": A Neglected Approach to the Study of Political Leadership and Decisionmaking (A/R)
Holsti-Foreign Policy Decisionmakers Viewed Psychologically: "Cognitive Process" Approaches (R)
Walker-The motivational foundations of political belief systems (A/R)
Pye-Personal Identity and Political Ideology (A/R)

November 17 **POLITICAL PSYCHOLOGY PROFILE DUE**

Woe betideth him (or her) who shall be late, for he (or she) shall reap the whirlwind!

November 17 DECISION MAKING

Janis-excerpts from Decisionmaking and diagram from Crucial Decisions (HO)
George-"Psychological Aspects of Decisionmaking: Adapting to Constraints on Rational Decisionmaking", Chap. 2, Presidential Decisionmaking (A/R)
Post-Effects of Crisis Induced Stress on Decisionmaking (A/R)
Semmel and Minix-Group Dynamics and Risk Taking (HO)
Janis-Groupthink-Chap. 2 & Chap. 8 (A/R); Chap. 24 (KR)

An audiotape and transcript of the ExCom meeting discussions during the Cuban Missile Crisis will be presented.

November 24 Think deeply about political psychology as you wend your way to the American celebration of cross cultural contact at harvest time, known as Thanksgiving. No class.

December 1 POLITICAL PSYCHOLOGY AND INTERNATIONAL CONFLICT

Stein-Chap. 25 (KR) The Misperception of Threat
Lebow-Cognitive Closure and Crisis Politics(A/R)
Jervis-Perceiving and Coping With Threat (A/R,
White, Ralph-Fearful Warriors-Chaps. 9, "War Prompting Motives" and 10 "War Prompting Perceptions" (R/JP)
Frank-Sanity and Survival, Chaps. 7 "the Image of the Enemy" (pgs. 115-136; Chap. 9, "Pre-War Crises and War" (pgs. 165-190) (A/R)

December 8 THE POLITICAL PSYCHOLOGY OF DESTRUCTIVE OBEDIENCE AND GENOCIDE; THE PSYCHOPOLITICS OF HATRED;

Volkan-The Need for Enemies and Allies- (A/R)
Milgrim-The Dilemma of Obedience- Ch. 14 (KE)
Sabini and Silver-Destroying the Innocent Ch.14 (KR)
Lifton-The Nazi Doctors Ch.15 (KR)
Kelman and Hamilton Sanctioned Massacres-Ch. 16 (KR)
Post-The Need for Enemies and the Psychopolitics of Hatred in Eastern Europe (A/R)

A powerful video, **"Faces of the Enemy"** will be presented during this session.

December 15 **Final Examination.** Glorious opportunity to share the integrative knowledge of political psychology you have mastered during the semester!

RESEARCH METHODS IN POLITICAL PSYCHOLOGY
Fall 1993

Eric D. Shaw, Ph.D
202-686-9150
office hours by appointment

Course Syllabus and Objectives

I. Objectives

- A. To familiarize the class with basic procedures and principles of Political Psychological research
- B. To offer the class an overview of research methods in Political Psychology
- C. To familiarize the class with the research design process
- D. Personal skills-
  1. to understand the written presentation of research
  2. to be able to critically review written research
  3. to be able to orally present research designs and critiques
  4. to be able to design political-psychological research on a topic of interest.

To accomplish these objectives the class will proceed along three tracks simultaneously. First, members will read and critically review research representing a broad array of methods and approaches. Second, participants will draw on these methods to construct a realistic research design addressing a hypothesis of current personal interest. Third, in critiquing the readings and presenting their personal research designs, participants will gain experience and expertise in the oral presentation of research issues--applicable to their career objectives. Grades will be based equally upon class participation and the final project--a written and orally presented research design proposal.

II. Course Syllabus and Schedule

Class One: Introduction to Political Psychology Research, Discussion of course requirements and activities including criteria for presenting and critiquing research, selection of research areas of interest for hypothesis generation-readings distributed.

Class Two: Foundations of Behavioral Research--the Scientific Method, Hypotheses, Constructs and Variables
Readings: Kerlinger, Foundations of Behavioral Research, Chapters 1-3, pps. 1-46.
Sigal et. al. ''Factors Affecting Perception of Political Candidates Accused of Sexual and Financial Misconduct," Political Psychology, Vol.9, #2, pps. 273-280.

Overview of Research Methods

Class Three: Interviews and Focus Groups- readings, plus Andersen, K. (1992) ''Sources of Pro-Family Beliefs: A Cognitive Approach," Political Psychology, Vol.9, #2, pps. 229-244.

Class Four: Semi-Projective Techniques and the Semantic Differential-readings and exercises

Class Five: Unobtrusive Methods and Social Action research- readings + Bochner, S. Unobstrusive Methods in Cross-Cultural Experimentation," The Handbook of Cross-Cultural Psychology, Methodology, Vol. 2, Harry Triandis and John Berry, Eds. Allyn and Bacon, 1980.

Class Six: Class Discussion of Individual Research Design Projects

Class Seven: Studying Leadership Group Dynamics-- content analytical approaches to individual members. Readings: Hermann, MG (1980) Explaining Foreign Policy Behavior Using the Personal Characteristics of Political Leaders, International Studies Quaterly, 24, 7-46. Ramirez, C & Suedfeld, P Non-immediacy scoring of archival materials: The relationship between Castro and Che Guevera, Political Psychology, 9, 144-164; Weintraub, W. from readings.

Classes Eight and Nine: Leadership Group Dynamics
Readings: Allison, Scott and Messick (1987) From individual inputs to group outputs and back again: Group processes and inferences about members. In Review of Personality and social psychology. Vol. 8, Beverly Hills: Sage.
Janis, Irving(1982) Victims of Groupthink, Chapter 8, Boston: Houghton-Mifflin.
Tetlock, Philip (1979) Identifying victims of groupthink from public statements of decision makers. Journal of Personality and Social Psychology, 37, 1314-1324.

Class Ten: Research in Negotiating Behavior-Dr. Rosenblum
Cottam, M. ''Cognitive Psychology and Barginning Behavior: Peru versus the MNCs," Political Psychology, Vol. 10, #3, pps. 445-476.
Snyder and Deisling, Nations in Conflict, pps. 183-208; Robert Axelrod, ''Prisoner's Dilemma," Journal of Conflict Resolution, XXIV, 1:3-26; Paul Swingle, Structure of Conflict, chapt. 2; IW Zartman, The Practical Negotiator, pps. 18-41.

Class Eleven: Research Design Reviews

Class Twelve: Research Design Presentation

THE GEORGE WASHINGTON UNIVERSITY

POLITICAL VIOLENCE AND TERRORISM

Political Psychology 205
Spring, 1994 Funger 207 4:10-6

Instructor: Jerrold M. Post, M.D.
Professor of Psychiatry, Political Psychology,
and International Affairs

Office: 201 Stuart
Telephone: (o) 994-7386; (r) (301) 229-5536

TEXTS: Walter Laqueur-"The Age of Terrorism" (AT)
Weinberg and Davis-"Introduction to Political Terrorism" (PT)"

In addition to the assigned books, an anthology of required readings(AR) has been assembled, which is available at Penn Press. (Many of the readings are also on reserve.)

Course Requirements: The course will be conducted as a seminar, with active student participation expected. Accordingly, careful reading of the assigned material will be a basic requirement. Moreover, students will be expected to prepare for presentation to the class briefings on particular terrorist groups or topics. Each student will also be expected to prepare an analytic study of a particular terrorist group or organization, or a topic of central importance (e.g. terrorism and the media, the socialization of terrorists, etc.) The paper will be due on March 29. Professorial terror will be visited upon those who are late. There will be a final examination covering the course material. The evaluation for the course will be based on the paper, the final examination, the class presentation, and class participation.

COURSE SCHEDULE AND READING ASSIGNMENTS

January 12	INTRODUCTION. Basic concepts. Definitions of terrorism.
January 19	Basic concepts (continued). Concepts and Definitions readings: Laqueur (AT), Introduction Chap. 4, Interpretations of Terrorism ; Weinberg and Davis (PT), Chap. 1 Introduction Readings (AR) 1. Crenshaw -Effects of Terrorism in Terrorism, Legitimacy and Power-pp 1-37 2. Crelinsten-Terrorism as Political Communication 3-18

Conflict and Cooperation in International Organizations: An Experiential Workshop

INTRODUCTORY REMARKS AND INSTRUCTIONS

This is an experiential workshop on conflict and cooperation which draws upon the theory of Wilfred Bion and the Tavistock model. The goal is to provide an opportunity for participants to learn about sources of conflict and cooperation in organizations and to learn about responsibility, authority, leadership and followership.

The contextual framework for this workshop is a scenario which will be familiar to you--the development of an international organization. Each of you is the foreign minister of an independent nation. By accident of geography, history and culture, you fall into three regional political blocs-the Western Bloc, the Eastern Bloc, and the Third World Bloc.

Each of you has been assigned at random to one of these three blocs. Undoubtedly some of you will be unhappy at the bloc you find yourself in. But this is the essence of life. Fate often deals us unfair hands. We do not choose the race, religion, national origin or economic circumstancves into which we are born.

In pursuing your goal of establishing an effective international organization, you have retained my international consulting firm. Let me introduce myself and my colleague and specify our roles during today's exchange.

I am Dr. Jerrold Post, Director of International Organizational Consultants, Ltd.(IOC). My senior staff consists of (1)__________, (2)___________, and (3)____________. At the conclusion of this introductory meeting, the three blocs will convene in separate rooms. The Western Bloc will meet in this room; the Eastern Bloc will meet in_______; the Third WOrld bloc will meet in_______. (1), (2) and (3) will serve as consultants to the three blocs. They will be assisted in their work by student observers. I will serve as consultant to the overall organization.

The primary task of each individual in this workshop is: **To learn about sources of conflict and cooperation in organizational life;, to learn about responsibility, authority, leadership and followership.**

The contextual setting in which this educational task is pursued is the development of a cooperative international organization

Let me say that again. The context, the framework in which you are pursuing your learning task is the development of a coopative international organization. Your primary task during this experience is to focus on and learn about about cooperative and desterucrtive group and organizational processes, to learn how inevitably groups sabotage their goals, to understand the manner in which psychgological tensions which devleop within and between groups can interfere with accomplishing the established goals.

As important as the task of forming the organization is the task of studying the process by which the organization forms, the difficulties in accomplishing this process, and the origins of these difficulties. In this regard, it will be important to study the manner in which the group perceives the outgroup, to analyze the manner in which these perceptions of the outsider develop, and to study the development and resolution of tensions within and between the blocs.

To study the complexity of organizational life and the self-imposed barriers to cooperation, it will be useful to study the manner in which the blocs and the overall organization make decisions, delegate authority, and develop a structure.

That conflict occurs should not be surprising. After all, each of you as sovereign nations wishes to ensure that you have maximal power and influence. Each of the blocs wishes to ensure that it is not overshadowed. In pursuit of your goals, it may be that some nations within a bloc will find common cause. It is possible blocs will wish to explore their common interests. While each nation belongs to a bloc, history has shown that nations sometimes in highly creative ways, sometimes in destructive ways, may leave their blocs or break from the group consensus to change the balance. Of course, whether it is seen as creative or destructive may rest in the eyes of the beholder. Consider, for example, Egypt's initiative towards Israel.

When negotiations occur between blocs, or between nations from different blocs, the negotiations will occur in the conference room, which has been set aside as neutral territory. I will serve as consultant to these negotiations. Should the two groups arrange a joint session, that will occur in the conference room. I will serve as consultant to such meetings.

Groups of course cannot meet without a process of discussion and negotiation between their designated representatives. Studying this process of defining roles and responsibilities and the manner in which these decisions are made will be an important part of the learning task of this organization. For organizations cannot function without structure and procedures.

Roles which have been found useful to designate are:

- o Plenipotentiary--with unlimited authority
- o Delegate--carries out instructions from the group
- o Observer--silent, non-participant collector of information

In pursuing your task, the opportunity to observe other groups may be useful. But whether a group accepts this outside role as it pursues its own deliberations or prefers to deliberate in private is of course a matter of decision.

Our schedule will be: First session, 4:15-5:30. 5:30-5:40, break. Second session, 5:40-6:55. 6:55-7:05, break. At the conclusion, there will be a discussion group among all staff and members, integrating the experience of the exercise with the theory and practice of Wilfred Bion and the Tavistock Institute Group Relations Conferences as summarized in the readings. This will occur between 7:05 and 8:00.

THE GEORGE WASHINGTON UNIVERSITY

Diagnostic Worksheet for Assessing Your Unique University Context In Starting A New Graduate Political Psychology Program

Please complete and return no later than May 31, 1993 (or May 11, 1993 to be eligible for a travel grant).

The goal of this worksheet is to help you determine the optimal program blueprint for establishing a graduate political psychology program at your university -- one which draws on your university's strengths for such a program. The worksheet will also help you identify potential challenges or barriers you might face in bringing a programmatic concept to reality.

~~~~~~

Name of person(s) completing this form: ______________________________
Name
____
Title
____
Name
____
Title

University: ____

City / state / zip: ____

Telephone: (______)__________________ **Date completed:** ____________________

~~~~~~

A. ESSENTIAL RESOURCES FOR STARTING A PROGRAM

The following five questions have been identified as the most important resources for starting a new graduate program in political psychology. Which of the following does your university have, or need to develop?

	Have	Need to develop
1. A core of senior faculty members with expertise in political pyschology from more than one department. ....Name faculty member and department.	____	____

____
____
____
____

	Have	Need to develop
2. A senior faculty member(s) interested and available to initiate the new program. Name faculty member and department.	____	____

____
____

	Have	Need to develop
3. At least one university department or division -- or an interdisciplinary division -- willing to sanction and if needed to house the new program. Name. ____ ____	____	____
4. A senior university official who would back up the new program (__ President, Chancellor or Provost, ___ Vice President for Academic Affairs, ___ Dean, ___Other). Name. ____	____	____
5. Resources already available for developing this new program. (for example: ___ grant for program development, ___ university division which funds program development, ___ faculty release time for developing the program and courses, ___ summer salary for curriculum development, ___ graduate student assistance for new program development, ___ other ______________________________)	____	____

B. DEPARTMENTS WHICH MIGHT BE WILLING TO COOPERATE AND THEIR DEGREE REQUIREMENTS

Which of the following departments might be most interested in collaborating to develop a graduate interdisciplinary political psychology "program" -- whether a degree, a major or a minor ? (A way of determining this might be to see what departments were represented in responses to the five questions above. To determine probable interest, it is not advisable to call the Department Chair to discuss interest at this stage (for strategic reasons we will explain at the conference), but it would be most appropriate to call a political psychologist in that department.)

Why might a political psychology program be of interest to these departments? ___ increase departmental enrollment with interested students, ___ prepare students for a wider variety of careers, ___ funds for developing the program (not be an expense to the department, but actually bring in money), ___ attract research money to the department, ___ attract distinguished faculty, ___ other: ____________________

Departmental interest...	Strong	Possible	Probably weak...Why?	
Political Science	____	____	____	____________________
Psychology	____	____	____	____________________
International Affairs	____	____	____	____________________
Sociology	____	____	____	____________________
Management Science	____	____	____	____________________
Anthropology	____	____	____	____________________
Communications	____	____	____	____________________
History	____	____	____	____________________
Interdisciplinary Programs	____	____	____	____________________
Other:	____	____	____	____________________

Is there a current graduate program quite close to the field of political psychology which could: ___ be transformed into a political psychology program, ___ add a program in political psychology?

Can students self-design a Ph.D. (e.g a Ph.D. in Political Psychology) at your university? ___ an M.A. or M.S. Degree (e.g an M.A. in Political Psychology)? ___ A pre- or post-masters graduate certificate? ___

What are the graduate degrees granted and the requirements in each of the departments you identified as most likely to be interested? List below the departments named above which would have the strongest interest in a graduate political psychology program.

Department (1): ______________________________ Ph.D.? ____ Masters? ____ Other? ____

Ph.D. Number of pre-dissertation courses or credits required for the Ph.D.________________
Number of these which could be electives: ____ Does a student choose from established choices for her major field (concentration)? ____ Can a student self-design his major field? ____ Are minor(s) (subconcentrations) also required for the Ph.D.? ____ Does a student choose from established choices for these? ____ Can a student self-design a minor for the Ph.D.? ____ How many courses or credits comprise a major? ______________ How many courses or credit comprise a minor? ______________
Further description and comments: ____

Master's Degree Number of courses or credits required for the Masters: ________________
Number of these which could be electives: ____ Does a student choose from established choices for her major field (concentration)? ____ Can a student self-design his major field? ____ Are minor(s) (subconcentrations) also required for the Masters? ____ Does a student choose from established choices for these? ____ Can a student self-design a minor for the Masters? ____ How many courses or credits comprise a major? ______________ How many courses or credit comprise a minor? ______________
Further description and comments: ____

Department (2): ______________________________ Ph.D.? ____ Masters? ____ Other? ____

Ph.D. Number of pre-dissertation courses or credits required for the Ph.D.________________
Number of these which could be electives: ____ Does a student choose from established choices for her major field (concentration)? ____ Can a student self-design his major field? ____ Are minor(s) (subconcentrations) also required for the Ph.D.? ____ Does a student choose from established choices for these? ____ Can a student self-design a minor for the Ph.D.? ____ How many courses or credits comprise a major? ______________ How many courses or credit comprise a minor? ______________
Further description and comments: ____

Master's Degree Number of courses or credits required for the Masters: ________________
Number of these which could be electives: ____ Does a student choose from established choices for her major field (concentration)? ____ Can a student self-design his major field? ____ Are minor(s) (subconcentrations) also required for the Masters? ____ Does a student choose from established choices for these? ____ Can a student self-design a minor for the Masters? ____ How many courses or credits comprise a major? ______________ How many courses or credit comprise a minor? ______________
Further description and comments: ____

Department (3): ______________________________ Ph.D.? ____ Masters? ____ Other? ____

Ph.D. Number of pre-dissertation courses or credits required for the Ph.D.________________
Number of these which could be electives: ____ Does a student choose from established choices for her major field (concentration)? ____ Can a student self-design his major field? ____ Are minor(s) (subconcentrations) also required for the Ph.D.? ____ Does a student choose from established choices for these? ____ Can a student self-design a minor for the Ph.D.? ____ How many courses or credits comprise a major? ______________ How many courses or credit comprise a minor? ______________
Further description and comments: ____

Master's Degree Number of courses or credits required for the Masters: ________________
Number of these which could be electives: ____ Does a student choose from established choices for her major field (concentration)? ____ Can a student self-design his major field? ____ Are minor(s) (subconcentrations) also required for the Masters? ____ Does a student choose from established choices for these? ____ Can a student self-design a minor for the Masters? ____ How many courses or credits comprise a major? ______________ How many courses or credit comprise a minor? ______________
Further description and comments: ____

Department (4): ______________________________ Ph.D.? ____ Masters? ____ Other? ____

Ph.D. Number of pre-dissertation courses or credits required for the Ph.D.________________
Number of these which could be electives: ____ Does a student choose from established choices for her major field (concentration)? ____ Can a student self-design his major field? ____ Are minor(s) (subconcentrations) also required for the Ph.D.? ____ Does a student choose from established choices for these? ____ Can a student self-design a minor for the Ph.D.? ____ How many courses or credits comprise a major? ______________ How many courses or credit comprise a minor? ______________
Further description and comments: ____

Master's Degree Number of courses or credits required for the Masters: ________________
Number of these which could be electives: ____ Does a student choose from established choices for her major field (concentration)? ____ Can a student self-design his major field? ____ Are minor(s) (subconcentrations) also required for the Masters? ____ Does a student choose from established choices for these? ____ Can a student self-design a minor for the Masters? ____ How many courses or credits comprise a major? ______________ How many courses or credit comprise a minor? ______________
Further description and comments: ____

Are all of these departments listed above **reliable and realistic collaborators**? yes __ no __ (For example: Are they likely to change in their interest due to chair or faculty changes? Are they stable departments at the university with strong enrollment patterns and research monies, etc.? Are other curriculum development projects or revisions also being considered which might create disinterest in adding another now?) Please explain:

____

____

____

C. OTHER STRENGTHS AND BARRIERS AT YOUR UNIVERSITY (please circle your response)

1. Has a **NEED** for the study of political psychology been expressed? (___ students asking for this as a degree / major / minor, ___ students already self-designing degrees / majors / minors in political psychology, ___ dissertations being written on topics of political psychology, ___ research grants being proposed or received in the area, ___ faculty interested in teaching in or starting a program, ___ other: ____________)	Yes To some extent	No

Do any of these exist within the departments you identified as most interested in cooperating in starting an interdisciplinary political psychology program? Identify below.

Department: ______________ ____

Department: ______________ ____

Department: ______________ ____

Department: ______________ ____

2. Do any of the following **INTERDISCIPLINARY EFFORTS currently exist** on campus?

Interdisciplinary degrees	Yes	No
Interdisciplinary programs	Yes	No
Interdisciplinary faculty	Yes	No

Interdisciplinary majors Yes No

Interdisciplinary minors Yes No

Interdisciplinary courses Yes No

Which of these exist within the departments you identified as most interested in cooperating in starting an interdisciplinary political psychology program? Identify below.

Department: ________________ ____

Department: ________________ ____

Department: ________________ ____

Department: ________________ ____

Do mechanisms currently exist for designing and implementing an interdisciplinary course or program (___ special division for starting new programs, ___ summer division which allow new programs and courses be taught, ___ distinguished faculty allowed to design and teach their own programs or courses, ___ special course series set up in the catalogue for offering interdisciplinary courses, ___ other ____) Yes No

Are there incentives at your university for interdisciplinary efforts? ___ Factor in tenure decisions, ___ Monetary benefit, ___ Course load reduction, ___ Funds for new courses or program development, ___ Other: ____ Yes No

Are there disincentives for interdisciplinary efforts? ___ Negative factor in tenure decisions (e.g. a faculty member is told by the department chair that she should first concentrate on the core discipline), ___ lack of credit for team teaching, ___ other: ______________________________ Yes No

Which of these exist within the departments you identified as most interested in cooperating in atarting an interdisciplinary political psychology program? Identify below.

Department: ________________ ____

Department: ________________ ____

Department: ________________ ____

Department: ________________ ____

4. INTER-INSTITUTIONAL RESOURCES

Do other universities in the area operate a political psychology program or courses? Name: Yes No

Is there a formal arrangement for taking courses for credit at this school? Yes No

Are there distinguished political psychologists at area universities who might be able to teach or team-teach a course in your proposed program? Yes No

Do you know if other area schools are considering starting a program? Yes No

Are there political psychologists interested in being hired by our university? Yes No

5. OTHER LOCAL RESOURCES

Are there opportunities in the community for applied courses in political psychology (e.g. internships or practica)? Yes No To some extent

Are there other university "user groups" who might be attracted to enroll in this new program (e.g. visiting students, local professionals)? Yes No

6. YOUR UNIVERSITY'S MISSION AND PRIORITIES

Is there a match between current or emerging university mission and priorities and a new interdisciplinary program in political psychology? Explain: Yes No To some extent

Is there a match with current or emerging priorities of any of the key interested departments you listed in Section B? Name the department: Yes No To some extent.

Is there a match with current or emerging priorities of any of the key university schools (e.g Graduate School of Arts and Sciences)? Yes No To some extent.

7. FACULTY

Do any of the core senior faculty members mentioned in Section A # 1 above wish to be involved in the initiation of a program? Name below. Yes No

________________ Dept. ________________

In teaching a new course in political psychology? Name them below. Yes No

________________ Dept. ________________

________________ Dept. ________________

Is there a "critical mass" (e.g. more than three, spanning at least two departments) tenured self-identified political psychologists at your university who might be able to teach or team-teach a course? (If you don't already know, you might contact the International Society of Political Psychology to find out who on your campus is a member.) Name the political psychologist and his/her department below. Yes No

________________ ________________

________________ ________________

________________ ________________

Are there faculty who currently teach courses in the key content and methods of political psychology? (These areas were identified by us, in descending order of importance, through a national survey of political psychologists. We will describe the survey in further detail at the June conference.)

KNOWLEDGE -- CONTENT

A. Political Cognition Yes No

Name the faculty member, department and course: ________________

____

B. Political Socialization Yes No

Name the faculty member, department and course: ________________

____

C. Leadership and Followership Yes No
Name the faculty member, department and course: ______________________

____

D. Mass media / Communications Yes No
Name the faculty member, department and course: ______________________

____

E. Organizational and Group dynamics Yes No
Name the faculty member, department and course: ______________________

____

F. Mass movements / Collective behavior Yes No
Name the faculty member, department and course: ______________________

____

G. Elite Decision-making Yes No
Name the faculty member, department and course: ______________________

____

H. Conflict Analysis Yes No
Name the faculty member, department and course: ______________________

____

I. Voting Behavior Yes No
Name the faculty member, department and course: ______________________

____

SKILLS - COMPETENCIES

J. Survey Techniques Yes No
Name the faculty member, department and course: ______________________

____

K. Interviewing Skills Yes No
Name the faculty member, department and course: ______________________

____

L. Experimental Design Yes No
Name the faculty member, department and course: ______________________

____

M. Content Analysis Yes No
Name the faculty member, department and course: ______________________

____

N. Archival Research Yes No
Name the faculty member, department and course: ______________________

____

O. Negotiation / Mediation Yes No
Name the faculty member, department and course: ______________________

____

Which of the above-listed knowledge areas and skills areas are the specialization of the core senior political psychology faculty and key program initiator(s) listed in Section A, #1 above:

Professor: ____________________ Specialization(s): ______________________________
____

Professor: ____________________ Specialization(s): ______________________________
____

Professor: ____________________ Specialization(s): ______________________________
____

Professor: ____________________ Specialization(s): ______________________________
____

Professor: ____________________ Specialization(s): ______________________________
____

D. YOUR CONCLUSIONS FROM COMPLETING THIS DIAGNOSTIC WORKSHEET

1. The best lead department for initiating a new program would be: ______________________________

2. The best one or two cooperating department(s) would be: ______________________________

3. The best type of program would be (___Ph.D. in Political Psychology, ___ Ph.D. in .... with a ___ major, ___ minor, in Political Psychology, ___ Masters Degree in Political Psychology, ___ Masters Degree in .... with a ___ major, ___ minor, in Political Psychology, ____ Other: ______________________________

4. The knowledge/content and skill/competencies we have the best resources already to focus on are:

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

5. The biggest barriers or challenges for us will probably be:

____
____
____

Our conference June 11-12 will help you learn about: * the different types of political psychology programs you might set up, * the knowledge-content and skills-competencies and other features of an "ideal" program, * resources, steps and issues in starting a program (including strategies for overcoming barriers and achieving departmental ownership and university institutionalization of the new program). You will also have an opportunity to further develop the initial "blueprint" of your program described in your summary above.

We look forward to having you with us on June 11-12 in Washington!

Please return this worksheet no later than May 31 to: (Keep a photocopy to bring with you)

The Political Psychology Program
The Elliott School for International Affairs
The George Washington University
2013 G Street NW, Suite 201
Washington, D.C. 20052

Alden Lancaster 1993

"STARTING A GRADUATE POLITICAL PSYCHOLOGY PROGRAM"

JUNE 11-12, 1993
THE GEORGE WASHINGTON UNIVERSITY

CONFERENCE AGENDA

All Friday and Saturday sessions will be in GW's Marvin Center, 21st and H St. NW, Room 403.

FRIDAY, JUNE 11

INTRODUCTION

1:00-2:15	Welcome to the conference and its purpose	*(Jerrold Post)*
	Welcoming remarks by Dr. Roderick French, *Vice President for Academic Affairs, The George Washington University*	
	Perspectives from Dr. Otis Elliott, *Program Officer, FIPSE (the Fund for the Improvement of Post Secondary Education, U.S. Department of Education)*	
	Conference overview Introduction of participants and Resource Team	*(Alden Lancaster)*
2:15-2:30	Keynote by Mary Ann Borchert, *Dean In Residence, Council of Graduate Schools:* A history and national perspective on the development and institutionalization of new interdisciplinary graduate programs in the U.S.	

HISTORY OF GRADUATE STUDY IN POLITICAL PSYCHOLOGY

2:30-3:00	History of graduate study in political psychology in the U.S.	*(David Sears)*

THE 'IDEAL' POLITICAL PSYCHOLOGY PROGRAM CONTENT

3:00-3:20	Results of GW's national survey of political psychologists on essential political psychology curriculum content	*(Jerrold Post)*
3:20-3:30	*Coffee break*	
3:30-3:40	The four basic divisions of political psychology (elite and mass considerations, quantitative and qualitative skills)	*(Margaret Hermann)*
3:40-4:20	Panel: Other important elements to include in a political psychology curriculum and three key questions a political psychology program might address. Presentation, questions and discussion.	*(Resource Team)*
4:20-4:40	Options for presenting the four basic divisions Methods of teaching	*(Alden Lancaster and Resource Team)*
4:40-5:00	Political psychology definitions Closing, announcements and preparation for the next day	

SATURDAY, JUNE 12

OPTIONS, BENEFITS AND CHALLENGES FOR DEVELOPING A PROGRAM

9:00am	Coffee and settle in...Overview of the day	
9:10-10:15	Panel presentations by existing graduate political psychology programs: Ohio State, CUNY, UCLA and GWU	
10:15-11:15	Options for program structure, design and implementation	*(Alden Lancaster and) Joseph Greenberg)*
11:15-11:30	*Coffee break*	
11:30-1:00	Building departmental ownership and achieving institutionalization. Panelists share challenges at their universities, how they were overcome, and their recommendations to those who are starting a new program. Groups of participants identify other challenges already encountered or anticipated, and identify strategies to overcome them. Report to full group. Observations and discussion.	*(Joseph Greenberg and Alden Lancaster)*
1:00 - 2:00	*Lunch (on your own)*	

DESIGN AND PLANNING OF PROGRAMS

2:00-2:30	A sample workplan for starting a program	*(Alden Lancaster)*
2:30-4:20	Participants divide into three workgroups to sketch out optimal programs, receive feedback and identify next steps. -- review diagnostic worksheet and conference worksheet -- present to the group a sketch of the optimal program at one's university; -- respond to questions from the workgroup to help in clarifying and refining the sketch Workgroups report to full group Reflections from the full group	*(Resource Team)*
4:20-5:00	Wrap-up: Questions, Closing...	

The George Washington University
with support from
the Fund for the Improvement of Post Secondary Education (FIPSE)
of the U.S. Department of Education

invites you to
a 2 day conference

June 11, 1pm - 5pm and June 12, 9am - 5pm
in Washington, DC

"STARTING A GRADUATE POLITICAL PSYCHOLOGY PROGRAM"

The conference is for those interested in developing a graduate political psychology program. The conference will help you begin to design and plan an optimal program shaped to your unique university climate -- its strengths, its resources, and its constraints.

Travel, accomodations, conference fees and materials will be provided. (These grants will be given to the first 20 participants who return the registration material and pre-conference work, due by May 11, 1993.) We are especially interested in working with teams of 2 or 3 attending together from a university -- optimally political psychologists from two departments and a dean or other university official responsible for approving new programs -- although interested individual faculty members are welcome as well.

Highlights of the conference:

*Research from a survey of political psychologists on what comprises an "ideal" program's content-knowledge and skills

*Core dimensions of optimal curriculum presented by a panel of senior political psychologists

*Diagnosing the university environment and identifying institutional opportunities and constraints

*Options and steps in starting a graduate political psychology program

*Presentations and consultations with representatives of current graduate political psychology programs (SUNY, CUNY, GWU, UCLA, and Ohio State)

*Resources for starting your program (comprehensive bibliography, syllabi, assessment tools, etc.)

The conference resource team will include: **Alexander George**, Stanford, **Ole Holsti**, Duke, **Richard Braungart**, Syracuse, **David Sears**, UCLA, **Stanley Renshon**, CUNY, **Milton Lodge**, SUNY, **Jerrold Post**, GWU, and **Margaret Hermann**, Ohio State.

To receive registration material, call (202) 994-0566.

"STARTING A GRADUATE POLITICAL PSYCHOLOGY PROGRAM"

Conference Sponsored By

The George Washington University
June 11 - 12, 1993
Washington, DC

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IMPACT ON STUDENTS' PERSPECTIVES AND LEARNING

by
Judith A. Alamprese
with the assistance of Alden Lancaster

Introduction

This section of the report presents the findings from an evaluation of the impact that participation in the political psychology program had on students' perceptions and learning. Included in this discussion are data concerning students' perceptions of the ways in which their perspectives toward political behavior and/or their careers changed as a result of participating in one or more courses in the program. These data were collected through written evaluations completed by students at the end of each political psychology course offered during the FIPSE grant period. Also described are findings concerning students' understanding of how political psychology goes beyond traditional political science and students' opinions of the value of political psychology as a field of study. This information, along with data concerning students' knowledge of how their learning can be applied to their careers, was gathered through an indepth examination of 10 students participating in the political psychology program during the FIPSE grant period. Face-to-face pre-interviews were conducted with the 16 students who enrolled in their first political psychology course during the Fall 1991. Follow-up telephone interviews then were conducted with 10 of these students who could be located during the Spring 1993.

Findings from Course Evaluations

Data from the following courses were analyzed for the evaluation: 1) Fundamentals of Political Psychology (two classes), 2) Public Opinion and Political Socialization (two classes), and 3) Research Methods in Political Psychology. Students' responses concerning the influence of a course on their perspectives toward political behavior and/or career are discussed next.

Fundamentals of Political Psychology

A total of 29 students from the two Fundamentals classes provided responses concerning their perspectives on the course evaluation form. Students' awareness of the key concepts central to political psychology appeared to have broadened as a result of the course. The majority of the students noted that their understanding of the factors influencing the development and functioning of leaders had expanded, and they cited their increased awareness of the social, cultural, and historical forces that shape a leader's personality. Comments such as "different types of leaders exist and I now have a better sense of how to categorize them," and "I now have a better understanding of what drives leaders, what influences them, and how their actions are products of many factors" are illustrative of students' learnings from the course. Another aspect of students' understanding of leadership development concerned the relevance of the personal histories of leaders, including their childhood socialization. One student noted that he/she now sees the "importance of the background of a leader in how he views the world." Several students remarked that they had acquired an understanding of the relevance of psychological theories in decision-making at the elite level, and that this perspective was a significant departure from their training in political science. For example, students noted that the course provided an "understanding of more than just the political reasons for why people do what they do," and a perspective on "how to incorporate psychological factors into the analysis of human events.

Other topics covered in the course that students thought influenced their perspectives were ethnic conflict, terrorism, and the Tavistock simulation. Students remarked that the course had given them a greater understanding of ethnic conflict and why people participate in terrorist groups. One student's observation that the Tavistock simulation "gave me an insight into what negotiation is about, and I can now relate the behaviors I observed in our group to the outside world" exemplifies students' learning from that experience.

The comments provided by students concerning the course's influence on their personal and career plans best illustrate the overall impact of the course. Students who were in the process of determining their field of study noted that " I am much more likely to pursue a career in political psychology," and "it helped me cement my choice of an area of concentration--terrorism." One student already employed in the field noted that the information learned in the course "directly affects my job in analyzing political behavior. Others made more general assessments of the course, such as "I now listen and interpret even ordinary daily news with more insights and more questions," and it "brought together many different perspectives into a coherent framework and body of study."

Students' observations and comments from their evaluations of the two classes were consistent and reinforcing. These students' perceptions provided partial evidence that they had acquired an understanding of the course content.

Public Opinion and Political Socialization

Of the 28 students who completed evaluation forms for this course, 18 discussed their perspectives toward political behavior and/or their careers. The difficulty and complexity of studying public opinion was noted by the majority of the students completing the forms. A number of students remarked on how the course had broadened their understanding of the socialization and formation of personal attitudes with regard to the family, school, and the political system. Other students commented that their knowledge of political action and political culture had been enhanced through the course.

Some students expressed that they had become more critical about the validity of polling information and had learned how to evaluate polling data. Part of this critical perspective involved an understanding of how outside forces shape public opinion. One student remarked that the course had "expanded my horizons regarding the number and nature of factors interacting in politics and public opinion."

Generally, students appeared to have developed a sense of the complexities of political behavior and an appreciation of the rigor involved in effective polling research.

Research Methods

Seven students provided information about their assessment of the Research Methods class. Students indicated that this course had helped them to judge others' work using the scientific method, and that they felt more comfortable carrying out their own research as a result of what they had learned. One student noted that he/she was "more critical of research and not as intimidated by it."

With regard to the influence of the course on students' career goals, half of the respondents noted that the course had validated their interest in research and helped to expand their career options. One student's comment that exemplified the effects of the course was the following: "The Fundamentals course set a base. This class peaked my interest in going out and doing the research."

In-depth Study of Students

In order to understand the impact of the political psychology program on specific student experiences, 10 students were studied over the course of the FIPSE grant. As described previously, these students were interviewed at the time they took their first course in the program, and at the end of the grant period. Of the 10 students examined for the evaluation, four had enrolled in more than one political psychology course. The pre- and post-interviews with students provided information about their perceptions concerning the following: a) the value of the field in their training, b) the different perspectives offered in political psychology, and c) their career plans and how political psychology might be applied in their work.

Value of the Field

At the time they enrolled in their first course, students were able to provide only general comments about the perceived value of political psychology to their training in political science or international affairs. The students thought that political psychology would address topics such as the development of leadership styles, how to predict leaders' behavior, and how to understand the influence of culture on personality. During the post-interviews, students were better able to articulate the key concepts of the field, particularly with regard to leadership development, the importance of the psychological explanation of behavior, and the role of individuals and organizations. Students thought that what they had learned about the indepth study of personality and the psychological aspects of leadership were particularly relevant to their training.

Perspectives in the Field

Students' understanding of the differentiating features of the political psychology field broadened with their participation in the program. While they could only discuss the field in vague terms during the pre-interviews, at the time of the post-interviews they were able to describe more specifically how the perspective of political psychology differed from that of political science. For example, the multidisciplinary approach of the field was appreciated by students and enhanced their ability to analyze world events more comprehensively. Comments such as "this class confirmed my thinking that psychological explanations are important and why," and that political psychology "goes beyond the traditional historical analysis in including societal and psychological factors," illustrate students' understanding.

Students also thought that political psychology's theories regarding leader-follower interactions provided them with a perspective that is unique in social science. Their experience in the political psychology program also gave students an insight into politics that is absent from other disciplines.

Applications to Career

With the exception of two students who were working, the other students interviewed had only general plans for careers at the time of the pre-interviews. However, during the post-interviews students stated more specifically that they wanted to pursue careers in defense policy or intelligence work, and a number noted either the agencies (e.g., State Department, CIA) or job classifications (e.g., defense analyst, political analyst) in which they were interested. When asked whether they would take additional courses in political psychology to enhance their preparation for their careers, all students responded positively.

During the post-interviews, students also were asked to describe the ways in which the information from the course(s) they had taken might be applied in their existing or intended careers. Skills such as writing a psychological biography, designing valid public opinion surveys, and conducting research were discussed most often by students. Generally, students could identify at least one aspect of their course(s) that they thought would be useful in their professional careers.

Student Learning

In addition to the collection of interview data, information about changes in students' learning in the course(s) was gathered in the evaluation. Their personal re[port confirmed our overall impressions cocnering a growth in sophistication with respect to political psychoogy so that political phenomena were being viewed through more complex multifaceted lenses.

Summary

The information collected in the evaluation from course surveys and interviews indicated that students participating in the political psychology program valued the information they had received and could articulate the ways in which their perspectives toward political behavior had been changed. In addition to developing an enhanced understanding of the theories and methods used in political psychology, students expressed an enthusiasm for a field that provided them with alternative perspectives from which to analyze world events and the behavior of individuals and institutions.

As a consequence of this conference, a majority of the attendees are now developing programs incorporating the GWU model, and the project director was appointed chair of a permanent committee of the International Society of Political Psychology to promote the growth of graduate programs in political psychology, and the project director was appointed chair of a permanent committee of the International Society of Political Psychology to promote the growth of graduate programs in political psychology.

3. Rubenstein Chap. 2-Terrorism as Crime or as Warfare;
4. Schmid-pp. 5-9;79-96;106-113
5. Wardlaw, Chap. 1-The Problem of Defining Terrorism pp 3-17)

January 26 HISTORICAL BACKGROUND I

AT Chap. 1-Origins;
PT-Chap. 2
6. Poland (AR) 23-26
7. Selections from the Terrorist reader (AR) on Tyrranicide-Lucian of Samostata: The Tyrranicide; Cicero: No Fellowship with Tyrants; John of Salisbury:On Slaying Public Tyrsants; Juan de Mariana: Whether It is Right To Destroy a Tyrant; Buchanan: War With the Enemy of All Mankind; Saxby: Killing No Murder; Alfieri: On Tyrrany 13-16; 30-43

February 2- HISTORICAL BACKGROUND II
AT Chap. 2-The Philosophy of the Bomb;
8. Poland (AR) 29-35
9. Selections from the Terrorist Reader (AR) on Anarchy, Conspiracy and Terrorism 19th and 20th Century Writings
Karl Heinzen:Murder; Mikhail Bakunin: Revolution, Terrorism, Banditry; Nechaev:Catechism of the Revolutionist; Morozov: The Terrorist Struggle; Kropotkin: The Spirit of Revolt; John Most: Advice for Terrorists; Eastr Week; Freedom Struggle by the Provisional IRA; Ulster, The Counter-Terror; Charan: The Philosophy of the Bomb; Marghiella: selection from the Minimanual of the Urban Guerilla; 53-78;90-96;100-108;130-140;145-149;159-168;

February 9 TERRORIST PSYCHOLOGY
(PT) Chap. 4
10. Post-Reich chap. 2-Terrorist psycho-logic
11. McCauley-The Social Psychology Of Terrorism
12. Cordes-Euroterrorists Talk About Themselves-pp. 318-333 in Wilkinson & Stewart
13. Crenshaw-The Subjective Reality of the Terrorist pp. 270-288
14. Bandura in Reich-Chap. 9 - pp.161-191
15. The Psychology of Terror-Holloway
16. Shaw-The Political terrorists:Dangers of Diagnosis and an alternative to the Psychopathology Model
17. DuBoe-Why Western Terrorists Join and Quit in Rubin-189-219
Schmid typology (handout); single issue terrorism;

February 16 SOCIAL-REVOLUTIONARY TERRORISM (ANARCHIC-IDEOLOGUES)
Laqueur (AT) Chap. 7 pp. 235-259
(PT) in Chap. 3,Revolutionary Terrorism pp.57-69
Selected articles (AR)
18. Anarcho-communists-Rubenstein 89-109
19. Red Army Faction -Wassmund in Merkl, Chap. 7 pp.191-225
20. The Violent Life:Red Brigades (Italy) Weinberg in Merkl pp.145-165
21.Interpretations of Italian Left Wing Terrorism-Pasquino and Della Porta
22. Shining Path(Palmer) pp. 149-169; 191-203
23. The Weathermen (U.S.) Springzak-Chap. 5 in Reich- pp. 65-85
24. Prairie Fire-Statement of Weather Underground-and RAF-The Concept of the Urban Guerilla in Terrorist reader 173-179

Student presentations.

February 23 NATIONALIST-SEPARATIST TERRORISM
Chap. 6-(AT) pp. 203-229. (PT) In CHapter 3, pp. 48-57.
Selected articles (AR)
25. IRA-Wilkinson in Crenshaw-105-123
26. ETA-Clark-Chap. 4 in Merkl pp. 123-141
27. The Future of Palestinian terrorism-Merari 175-180
28. Palestinian Armed Struggle-Sayigh-157-172
29. Arafat-Terrorist or Peace Maker?
30. Schiller-A Battlegroup Divided-The Palestinian Fedayeen
31. Platform of Popular Front for the Liberation of Palestine and Fatah's Doctrine in Terrorist Reader 145-152

Student presentations.

March 2 RELIGIOUS FUNDAMENTALIST TERRORISM

32. Rapoport- "Religion and Terror" in Kegley 146-156
33. Rapoport-Sacred Terror-in Reich 103-130
34. Springzak- From Messianic Pioneering to Vigilante Terrorism: The Case of The Gush Emunim Underground -
35. Kramer on Hizballah in Reich-131-157
36. Kramer on Shiiite terrorism-43-51 in Kurz
37. Hizballah-Open Leter to Downtrodden-315-318 in Terrorism Reader
38. Snow 182-192 Holy War, American Style

Student presentations

March 9- TERRORISM OF THE RIGHT
(AT) 261-265; selected articles on Ku Klux Klan, Skinheads, Neo-Nazis (AR)
39. Ezekiel-neo-Nazi paper (Provide)
39a Aryan Nation chapter 1-35
40. Hoffman-Right wing terrorism in the United States
41. Toy-Right Wing Extremism

Student presentations

March 16-Spring Break

March 23 **TERM PAPER DUE**

STATE SUPPORTED/DIRECTED TERRORISM- articles on Libya, Qadhafi, Iran; assessment of state supported terrorism, Dep't of State (AR)
(PT) pp. 76-77
42. Libya-Libya under Qadhaffi-337-345 in Terrorism Reader
43. Dep't of State Report-32-36
44. Iran's Use of International Terrorism
44a State Sponsored Terrorism-181-191

Student presentations

March 30- TERRORIST TACTICS AND LOGISTICS; PROSPECTS FOR MASS DESTRUCTION (Nuclear, BW/CW) TERRORISM
(AT) Chap. 3 72-116
Selected articles (AR)
45. Diplomatic Kidnapings and Attacks
46. Adams -The Financing of Terror-in Wilkinson pp 393-405
47. Post - Super Terrorism
48. Jenkins - Will terrorists Go Nuclear-Terrorism reader 350-357
49. Wilkinson - Kidnap and Ransom in Wilk. pp 390-393
50. Merari - Readiness to Kill and Die-in Reich 192-207
51. selection on bombing and booby traps from "The Anarchist Handbook" 111-114;128-130;144-145;148-151
51a Hoffman-Terrorist Targeting

April 6 THE HOSTAGE AND HOSTAGE PSYCHOLOGY-
(PT) 121-126
Selective articles (AR)

52. Hatcher-A Conceptual Framework in Victimology-in WIlkinson 357-374
53. Merari & Friedland -Negotiating With Terrorists
54. Flynn - Victims of Terrorism in Wilk. 337-353
55. Strentz - The Stockholm Syndrome: Law Enforcement and Ego Defenses of the Hostage (provide)
56. Jenkins - Talking to Terrorists
57. Poland-The Dynamics of Hostage Taking-123-142
58. Terry Anderson's Captivity-Congressional Record S11075-11077

April 13 - TERRORISM AND THE MEDIA

(AT) 121-127; (PT)126-133
Selective articles (AR)

59. Wardlaw-Terrorism and the Media , 76-86
60. Crelinsten - Terrorism as Political Communication(in Wilk.) 419-445
61. Tugwell - Terrorism and Propaganda in Wilk. 409-417
63. O'Neill-Television, terror and Policy-in Terrorist Spectaculars-38-55
64. Poland-The Role of the Mass Media 44-67

Student presentations

April 20 COUNTER-TERRORISM AND ANTI-TERRORISM

(PT) Chap. 6;
Selective articles (AR)

65. The Place of Intelligence-
66. Yariv-The Role of Intelligence in Kurz 116-124
67. Alon-Can Terrorism Be Deterred " 125-131
68. Poland-Counter-terorism: the Response 191-216
69. Wardlaw-The Legal Regulation-103-130
70. Greer - The Supergrass System in Northern Ireland-in Wilk. 510-531
72. White-Controversial Aspectsa of Counter-Terrorism-245-255
73. Robertson - Intelligence, Terrorism and Civil Liberties in Wilk. 549-566
74. Wardlaw-Legal Measures 103-130
75. Controversial Aspects of Counter-Terrorism
76. Counter-Terrorist Policies: Fundamental Choices 65-75
77. Dep't of State-Economic Sanctions to Combat Terrorism

Student presentations

April 27 Final examination. An expoerience in group terror.

Selected Terrorist Groups and Organizations

The Red Brigades
The Baader-Meinhof Gang and the Red Army Faction
Action Direct (France) and The Combattant Communist Cells (Belgium)

Fatah
The Palestinian Front for the Liberation of Palestine (PFLP) (Habash)
PFLP-GC Jabril
Fatah Revolutionary Council- Abu Nidal group

The Sendero Luminoso (Peru)

Columbian terrorist groups with discussion of narcoterrorism
M-19, FARC, FALN

Hizballah-Iranian backed Shiite terrorist group

Gush Emunim (Israel)-terrorist cell within

Weather Underground

Right wing terrorist groups in US (Aryan nation, the Order, etc.)

Front for the Liberation of Quebec (FLQ)

El Salvador-

India-Sikh separatist terroism
 Tamil separatist terorism

African National Congress

Provisional Irish Republic Army

Japanese Red Army

Al Amal (Lebanon, Nabih Berri)

Libyan backed terrorism & role of Qadhafi

Neo-Nazism, skinheads

Netherlands-South Molluccan terrorism

Puerto Rico (FALN,MRAP,

Armenian Secret Army for the Liberation of Armenia (ASALA), JCAG

Spain-Freedom for the Basque Homeland (ETA)

Sri Lanka-Tamil United Liberation Front

Turkey-Grey Wolves, spectrum of groups

Single issue terrorism:
- Animal rights terorism,
- Environmental terrorism
- Anti Abortion clinic terrorism

Substantive topics:
- Terrorism and the media
- The socialization of terrorists
- Terrorism and the law
- Militant Islam and Political Violence
- Ethnic-nationalist violence in Eastern Europe
- Christian Identity Movement

THE
GEORGE
WASHINGTON
UNIVERSITY

POLITICAL PSYCHOLOGY PROGRAM

Dr. Jerrold Post, Director
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What Is Political Psychology?

Political Psychology examines...

...the relationship between political and psychological phenomena. Analyzing theories and research from diverse fields — political science, psychology, international affairs, sociology, management, history, and anthropology — political psychologists study such topics as:

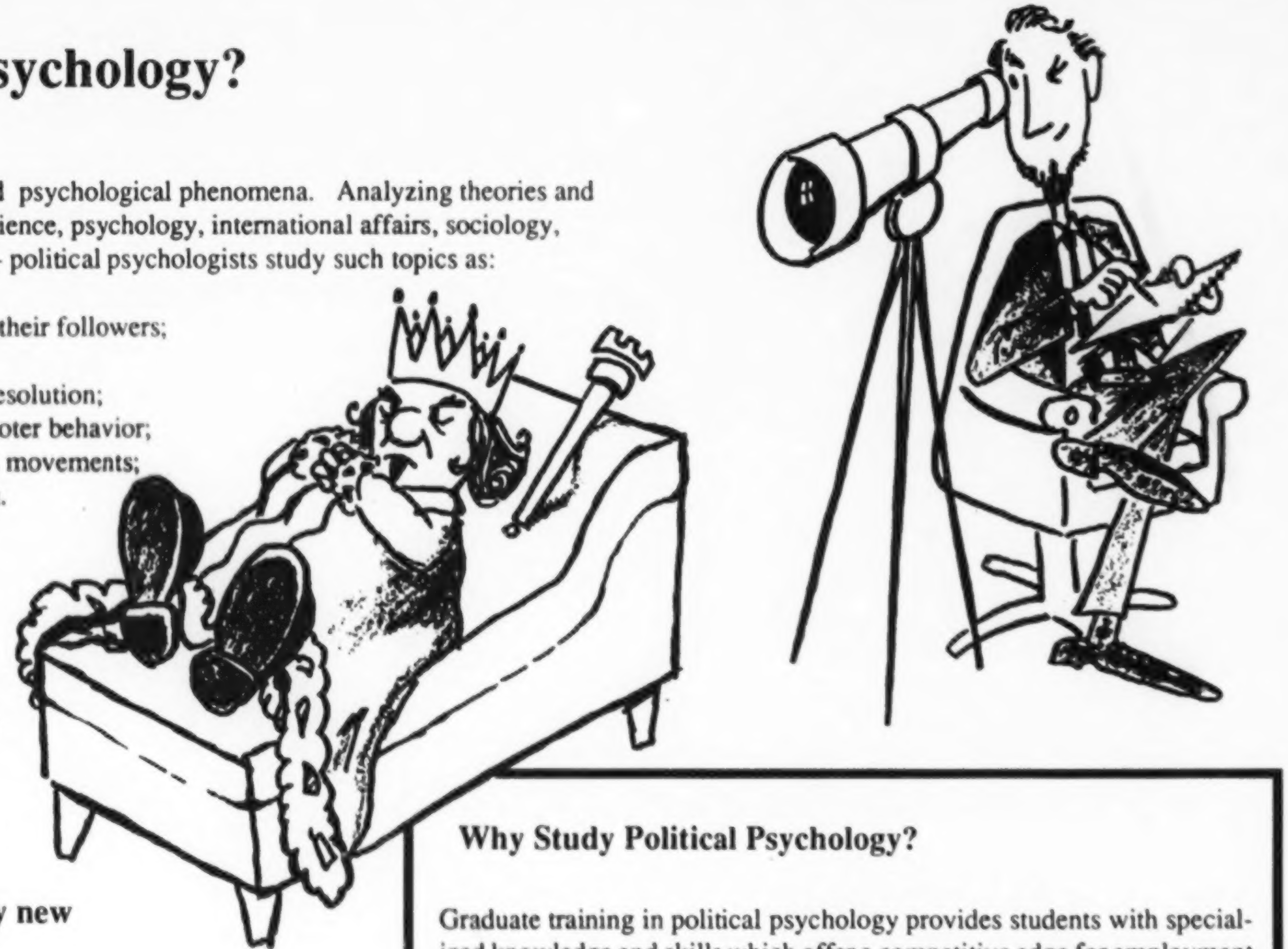
- The psychology of leaders and their followers;
- Crisis decisionmaking;
- Conflict analysis and conflict resolution;
- The effects of mass media on voter behavior;
- The origins and effects of mass movements;
- Political violence and terrorism.

Political psychology is...

...concerned with both "elite" issues (including leadership and decision-making) and "mass" issues (including public opinion and collective behavior). It relies on both qualitative methodologies such as structured interviewing, conflict mediation and personality profiling, and quantitative methodologies such as public opinion surveys.

Political psychology is a relatively new academic field...

...Despite a long-standing fascination with the psychology of politics by scholars and practitioners alike, as an academic field political psychology is relatively new. Courses in political psychology were not offered in U.S. universities until 1975. Currently, over 50 universities offer graduate courses in this interdisciplinary field. Only a handful of universities offer graduate training in political psychology and most of these programs are tailored individually and are not based on a comprehensive curriculum.



Why Study Political Psychology?

Graduate training in political psychology provides students with specialized knowledge and skills which offer a competitive edge for employment in such professions as:

- foreign service / diplomacy
- foreign policy analysis
- mediation and conflict resolution
- arms control and trade negotiation
- academic teaching and research
- public opinion polling
- political campaign consulting
- political journalism
- international business negotiation
- crisis management
- management consulting
- governmental relations

Interested In Pursuing Graduate Education In Political Psychology?

Graduate students in International Affairs, Business and Public Management, and the Graduate School of Arts and Sciences may take the following sequence of three courses as a special field of concentration.

POLITICAL PSYCHOLOGY PROGRAM

(Dept. #122)

"Fundamentals of Political Psychology"
This course provides an overview of the field, with an emphasis on leadership and decision-making. (PPsy 201 — Fall semester)

"Public Opinion and Political Socialization"
(PPsy 204/ PSc 220 — Spring semester)

"Political Psychology Research Methods"
The course reviews both qualitative and quantitative methodologies, drawing on classic studies. (PPsy 202 — Fall semester)

Additional courses available in the program include: Political Violence and Terrorism (PPsy 205), Applied Political Psychology (seminar in association with a practicum) (PPsy 291), Independent Study and Research (PPsy 295), and courses in other departments that pertain to political psychology. It is also possible to develop a dissertation which draws centrally on the field of political psychology.

For More Information...

...If you would like to pursue a special field in political psychology, or if you would like to learn more about the program, please call the Program Director — Dr. Jerrold Post — at (202) 994-7386.

George Washington University's Political Psychology Program — A National Model

The Fund for the Improvement of Postsecondary Education (FIPSE) of the U.S. Department of Education has funded G.W.U. to develop this Political Psychology Program as a national model.

The program is being developed in consultation with an advisory committee of senior political psychologists from major universities throughout the country. At George Washington, the program's implementation will be guided by an interdepartmental Faculty Advisory Committee, comprised of: Dr. Edward Berkowitz (History); Dr. Michael Harmon (Business and Public Management); Dr. J. B. Manheim (Political Communication); Dr. Robert Caplan (Psychology); Dr. Paul Poppen (Psychology); Dr. Eric Shaw (International Affairs); Dr. Lee Sigelman (Political Science); Dr. Susan Wiley (Political Science).

The Political Psychology Program is directed by Dr. Jerrold Post, Professor of Psychiatry, Political Psychology and International Affairs. Dr. Post has devoted his entire career to the field of Political Psychology. Dr. Post came to George Washington after a 23 year career with the U.S. Government where he founded and directed the Center for the Analysis of Personality and Political Behavior, which prepared assessments of world leaders for the President and other senior officials for summit meetings and during crisis situations. He assisted President Carter with the "Camp David profiles" of Anwar Sadat and Menachem Begin. Dr. Post's political psychological profile of Saddam Hussein has won widespread international attention and served as the basis for testimony before Congress. Dr. Post is also a recognized expert on the psychology of terrorism.